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ABSTRACT

After three years of study, planning and preparation, Ottawa University instituted a new program of education in the Fall of 1970. The essential focus is upon the undergraduate and the learning process via an integrative interdisciplinary basic program which extends beyond the usual classroom limitations. The program is humanistically oriented and deals with seminal figures and problems. The goals sought by the program include modification of students' values and perceptions toward more comprehensive and humane ends. The accomplishment of these goals is sought within a collegiate environment which stresses the inherent value of this undergraduate program in contrast to a program which is merely transitional and preparatory for graduate and professional education. Ottawa University received support from the National Endowment for the Humanities to continue the implementation of the new plan of education. Specific activities emphasized summer faculty workshops; faculty forums and mini-retreats through the course of the project; several total staff and faculty retreats; some use of external consultants and evaluators; employment of key visiting faculty; and attention to varied teaching and learning strategies. These elements are treated in the narrative report and in appendices. A final appendix includes sample syllabi of the interdisciplinary common core. (Author)

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FINAL REPORT TO THE
NATIONAL ENDOWMENT FOR THE HUMANITIES

from

Keith C. Shumway, Project Director

for

Grant Number ED-5203-72-39

Collegiality, Community, and the Climate for Learning at Ottawa University

January 1974

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Keith C. Shumway
Dean of Non-Traditional Studies
Ottawa University
Ottawa, Kansas 66067

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PROJECT ABSTRACT

After three years of study, planning and preparation, Ottawa University instituted a new program of education in the Fall of 1970. The essential focus is upon the undergraduate and the learning process via an integrative interdisciplinary basic program which extends beyond the usual classroom limitations. The program is humanistically oriented and deals with seminal figures and problems. The goals sought by the program include modification of students' values and perceptions toward more comprehensive and humane ends. The accomplishment of these goals is sought within a collegiate environment which stresses the inherent value of this undergraduate program in contrast to a program which is merely transitional and preparatory for graduate and professional education. However, excessive professionalish inherent in higher education inhibits opportunities for the collegiate system to function well, and the broader interested community and general public has not been sufficiently involved.

Ottawa University received support from the National Endowment for the Humanities to continue the implementation of the new plan of education; to help counteract excessive professionalism via intensive and varied faculty development strategies; and to include elements of the general public and other interested participants within the aura of traditional collegiality. Specific activities emphasized summer faculty workshops; faculty forums and mini-retreats through the course of the project; several total staff and faculty retreats; some use of external consultants and evaluators; employment of key visiting faculty; and attention to varied teaching and learning strategies.

These elements are treated in the narrative report and in appendices. A final appendix includes sample syllabi of the interdisciplinary common core.

PREFACE

This project involved a total educational institution in the process of change. For that reason a large number of people were involved, the amount of work and effort was extensive, and the support and contributions of many others were of significant value. The college is particularly indebted to those who made financial contributions to enable the matching grant provisions of the National Endowment for the Humanities to be realized fully. These friends are

Mr. and Mrs. John Adams
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and others who wish to remain anonymous.

Special thanks are due to President Peter H. Armacost, and to Ralph Atkinson who served as academic dean during the period of the project. Don Ruthenberg and Tom Maher assisted in many ways, but particularly helped in the area of assessment and evaluation. General Education Core Directors were also essential to the success of the project: Neil Harris, director of the freshman core; Hal Germer, director of the sophomore core; and Justo Diaz, director of the senior core. Lora Reiter coordinated retreat and forum planning and relieved me of much confusion and detail in that assignment. Rosi Reisig as administrative assistant was invaluable.

Many non-Ottawans assisted to make the workshops, retreats, forums and other activities worth while. Among the many consultants and others I would single out Dr. Marvin Ack, at that time with the Menninger Foundation, and Harold L. Hodgkinson for their noteworthy participation.

Yet finally the faculty, the staff, and the students of the college deserve most of the credit. It was their time, their attention, their energy, their priorities that were imposed upon. They were the ones who believed in what we were doing in spite of momentary doubts each may have had -- and it was their high morale, enthusiasm and commitment to the institution that made this project work.

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INTRODUCTION

The New Educational Program of Ottawa University

Ottawa University has undergone radical transformation under the leadership of President Peter H. Armacost. In the process of investing the liberal arts ideals of Ottawa University with contemporary vitality and significance there is a reconceptualization of the objectives of the institution which speak to our time. In addition, the new program focuses upon the strengths inherent within the small college: a unique tradition, heightened sense of community, and the potential for achieving an integrative principle for the organization of the college experience. The focus is upon the undergraduate as the central concern of the liberal arts college.

Academically the new program maintains a balance between the rigidity of a totally prescribed curriculum and the chaos of completely free electives. It accomplishes this by means of interdisciplinary common elements. These consist of a two year sequence of team-taught courses focused upon man: his human nature, his social order, and the natural order around him. The first year concentrates upon the problematic aspect of the contemporary view of these matters, followed by the second year which stresses the 16th century humanistic and affirmative origins of the values and solutions that presently appear as problems in the 20th century.

This common element involves about one-third of the formal work of each student, but in its seminar setting it seeks to make an impact that will carry over far beyond the walls of the classroom.

The first part of the program is followed by a cross cultural experience designed to provide the student immersion in a culture foreign to his own. The expectation is that such an experience broadens one s appreciation of his own culture while providing him understanding and greater appreciation of another. Thus, the limited resources of Ottawa University are supplemented, providing opportunities no college can expect to offer on its own campus.

In the students' senior year two additional common humanistic goals are sought as each student enters into his final common interdisciplinary opportunities, devoted to problems and issues of his and his peers' own choosing.

To further emphasize the totality of the climate of learning and de-emphasize the classroom schedule as the locus of "education" all students are enabled to choose from a wide variety of cultural and religious events made available during each session.

The calendar is specifically redesigned to implement the Ottawa program. There are two successive seven-week terms each Fall and Spring with a four week session each January. Students may take no more than two courses in any seven week term and only one course in the Winter term. The possibilities of concentrated effort and the removal of the distractions of a multiple course load are already evident in the enthusiastic response of students and faculty alike.

Two additional key elements are the provision for greater freedom in the student's selection of a depth-study and a more thorough-going advising process. The student writes with the college an individual contract to fulfill his educational goals. He is free to bridge traditional disciplinary boundaries and develop a program most suited to his individual objectives. The student is assisted by an advisory committee composed of a primary advisor, and supplemented by the possible inclusion of other faculty members, representation from outside the college community, and even other students. Provision is also made for regular and more adequate evaluation of the student's progress.

This new program is the result of three years of intensive study and preparation on the part of many faculty, staff and student members of the community. Other campuses were visited, documents perused, and extensive discussions ensued. Elements of the program may be akin to others elsewhere, but the total package and the conceptual intent are unique to Ottawa. The first stage in planning began in the fall of 1967 and resulted in an articulation of aims and objectives that were adopted by the faculty in May, 1968, as a guide for the development of the new program. Faculty-student committees then focused attention upon educational principles and experiences which would lead to the development of criteria against which alternative proposals could be evaluated. Supported by a Danforth Foundation grant, a Self-Study committee of faculty and students began to develop the specific details of the new program in the summer of 1968. The thorough inclusion of so many in the planning also led to widespread enthusiasm for the program -- and to quick acceptance and adoption of the result in March, 1969, in the statement *The New Plan of Education*. These plans were also considered in the 1969 study of Ottawa University by the North Central Accreditation Committee.[*]

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[*] From the *North Central Review Report*, page 11: "The examiners are much impressed by the thoughtfulness, the coherence, and the boldness of this new plan and the educational convictions implied in it have helped the University recruit faculty that might not otherwise have been interested in coming there....The future of the University hangs, in a sense, on the success of the plan."

A Core Committee of faculty and students was appointed to work on the academic courses suggested by the guidelines in The New Plan of Education, and in the summer of 1969 four members of this committee attended the Danforth Liberal Arts College workshop to prepare the preliminary syllabi. During the academic year 1969-70 this core committee continued its work and again obtained overwhelming approval of the new academic program by the faculty. The new core tutors were selected in the spring of 1970, and in August, 1970, participated in the first three-week workshop, readying themselves for the new teaching-learning situation anticipated. Planning for the specific content of the second year course sequence occurred during the academic year 1970-71. The sophomore sequence was taught for the first time in 1971-72, which was also the year during which the specific content of the senior year's sequence was designed. The senior year's work, the last of the new material to be introduced, was implemented in 1972-73. At that time the new program was in full operation.

Problems and Objectives

A number of problems apparently inherent in higher education form the background for the implementation and development of the Ottawa program. These problems include:

1) professionalism in scholarship vs. the education of undergraduates in human affairs and the human condition;
2) disciplinary fragmentation within higher education -- an inadequate basis for the necessary development of community and collegiality;
3) continued heavy emphasis upon lectures-plus-readings methodology, plus routines of schedules, courses, and traditional academic activity more suited to teaching as training -- to the neglect of attention to the learning process as the central concern of undergraduate education, and to the other materials and methods appropriate to this learning emphasis;
4) organizational weaknesses in higher education tending to over-compartmentalize the educational process as if only the faculty were involved in teaching or learning, and overlooking the potential of the wider public, the alumni, and the administrative staff.

Ottawa University specifically seeks to overcome narrow professionalism and disciplinary fragmentation through the development of collegiality in a community of learning where faculty and students become co-learners. While placing renewed emphasis upon the learning process as central to undergraduate education, Ottawa

University is also seeking new methods and materials appropriate to a new learning-style. Through the enactment of collegiality in a community of learning, Ottawa University seeks to more effectively engage its faculty, students, and wider public as participants in the larger process of the integration of knowledge.

Means to Facilitate Meeting These Objectives

The faculty members at Ottawa University are themselves the products of discipline-oriented graduate schools. The faculty cannot easily escape the tendency to imitate the pattern of the larger universities and to think in terms of specialized courses and equivalencies which represent a thrust counter to the liberal arts emphasis. Thus, while the Ottawa University faculty accepted the goals and hopes of the new program, it found it lacked good models of the teaching and behavior sought, and its confidence was strained as it began to move partly away from its disciplinary bases.

Workshops and Collegiality

As immediate preparation for interdisciplinary teaching and learning, a workshop was held in August, 1970, at college expense for those tutors scheduled to participate in the new common core courses during 1970-71. The immense success of this workshop demonstrated not only the viability of this technique, but also the need for a comparable experience for the following two summers as the program got fully underway.[*] Ottawa University therefore requested support for seven workshops as a part of the preparation for full and final implementation of its new educational program.

There are several related but different specific objectives sought by the workshop technique. Attention is directed to the teaching and learning process by which the educational objectives are attained. Familiarity with the functioning of group dynamics is obtained. Mastery of a portion of the content of the teaching area is developed. However, the workshop experience itself affects the participants beyond the achievement of these objectives. Essentially the experience begins with a disparate group of teacher-specialists, accustomed to supremacy in their own classrooms and the comfortable posture of expert on relevant subject matter. With an interdisciplinary teaching task in view, the existential risk is heightened and the normal ego supports are eroded. Thus the workshop leads, where it succeeds, to a change of perception of the teaching role, to a loosening of the constraints of the tightly structured tutor, and to a respect for the potential of ordered procedure and content on the part of the free spirits and the performers. In short, a community of tutors can develop which finds support in the nature of its own collegiality and mutually developed trust.

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[*] The significance of this need for training is evidenced in the following quotation from the North Central Review Report, page 12: "From its experience with general education courses, the University knows that interdisciplinary teaching does not come easily to most faculty members. Beyond the difficulties of interdisciplinary subject matter, the core courses will require kinds of relationships between students and teachers that many faculty members are not comfortable with. In short, if the core seminars and laboratories are to be successful, the faculty will need skillful and sophisticated training in the subject matter they will be dealing with and in the dynamics of seminar-sized groups."

The workshop experience enables the participants to begin the process of change from authority figures representing professional and disciplinary goals exclusively into teachers and co-learners. The intensive contact of the workshop creates conditions favorable for the development of confidence and trust. Each begins to learn that he is not alone in his responses to the demands of the team-taught common program. Differences are not covered nor lost -- rather a creative tension is produced within an aura of trust that the enterprise can be successful.

This prepares and sustains the climate for learning by creating the community needed for its success. The collegiate product approaches the older ideal of the community of scholars as a self-governing educational entity. Joseph Schwab has suggested that this collegiate community must be an integral element of a productive educational process, and although Dwight Ladd fears that collegiality as a strategy is doomed by the influence of the large universities -- it is at precisely this point that Ottawa University's program affirms the need for community and collegiality for a viable reconstitution of the ideals of the liberal and humane arts. We recognize the limitations imposed by faculty backgrounds in professionalized disciplines -- but are committed to the learning process and the common interdisciplinary program that cuts across our feudal disciplinary citadels. We are conscious that one of the collegiate ideals of humanistic education, the development and maintenance of the delicate balance between moral commitment and awareness of the intricacy of social issues, is challenged by the confusion between teaching and learning. Disciplinary predilections tend to promote indoctrination, apprenticeship, transfer of skills. The collegiate ideal of learning seeks the cultivation of minds more than subject matter, the facilitation of student growth more than the acquisition of knowledge.

Retreats

Achievement of an effective community of teachers -- a revitalized collegiality -- is easier said than accomplished. The workshops do make a decisive and essential impact. However, the routines of the academic endeavor and the passage of time lessen the effectiveness of the workshop experiences unless they are supported by other means. Repeated contact, however, keeps the diverse competencies of the faculty focused upon the common task at hand.

At Ottawa University this continued contact has been approached by the scheduling of regular weekly meetings and occasional mini-retreats (dinner followed by lengthy discussions) -- both to resolve immediate problems and to provide some group feedback on course progress and expectations. We sought additional contact and proposed a 2-day retreat (Friday and Saturday or Sunday and Monday) midway in each seven-week session. Such retreats enabled other portions of the university community to participate: staff members, alumni representatives, and elements of the general public and local community. An off-campus site for the retreat further encouraged the chances for give and take between the faculty members and those from the university's larger public and staff. With four such retreats each year, varying sites desireable to increase the humanistic resources and opportunities provided in given locations.

Teaching Methods Research

The establishment of the new educational program has, also, heightened our awareness of the importance of attention to the learning context. The core tutors in particular have become concerned for better understanding of the teaching-learning situation. At regular meetings of the tutors participating in the core courses a good deal of time has been spent sharing reflections on the teaching-learning experience in individual seminar groups.

The kind of knowledge core tutors gained in the core teaching-learning experience had to be gathered in a systematic manner. Ottawa University therefore requested support in staff time and materials to initiate the process of gathering, cataloging, and evaluating classroom performance during the academic years 1971-72 and 1972-73.

Resident Resource Persons

A crucial resource detected through the workshop experience of 1970 was the value of a resident resource person on short term appointment. The excitement and stimulation of a resident humanist was made vivid by the presence of Henry David Aiken of Brandeis University. He and two other visiting scholars served as catalysts and stimulants to the total community. A resident humanist (poet, dramatist, composer, author, scholar) was sought for parts of the academic year. Thus, the different capabilities of each resident humanist would serve as a major resource for the General Education program, as resource for ideas and stimulation to the total university community, and as models for the humanistic goal which internalizes and explicates the life-style of great teaching.

Evaluation Procedures

Ottawa University recognizes the crucial place of evaluation in educational innovation. Under President Armacost's leadership the university has committed in excess of 2% of its general and educational budget to educational research and development with special attention being given to evaluation. This is unusual for an institution of our size. Dr. Harold L. Hodgkinson has been a regular consultant in the implementation of the new educational program, and has given particular attention to helping the faculty understand the student learning situation. Dr. Joseph Katz served as consultant in the development of a Student Life Studies program. This program, involving students, faculty and administration, does not focus narrowly upon the classroom, but upon the total character and quality of life at Ottawa University, in keeping with the goal of educational community.

Evaluation of the impact of the specific programs here requested to support the new educational program at Ottawa University cannot be separated from evaluation of the total program.

The total program is directed toward behavioral changes on the part of the faculty, and this is especially true of the workshop technique. Moving from a teaching situation in which the faculty member is a specialist to a situation in which he is a co-learner involves new classroom roles.

Also, attitude change is important. We proposed that the educational research coordinator at Ottawa University sample core tutor attitudes concerning various teaching styles, teacher roles, and teacher-learner relationships prior to the workshop, after the workshop, and then again at the end of one year of core teaching to note significant attitude changes.

Owing to the close involvement of all members of the community in this total project, we believed there was need for an outside examiner. His task was to estimate the overall success in achieving the kind of community of learning the program describes.

THE RESULTS

This section represents the opinion and evaluation of the author/project director informed by the available data and feedback at hand in the course of the project activity. This evaluation is supplemented by the appendixes to this report. For convenience, the results are treated topically although the procedure tends to slight the effect of interaction and intercommunication. A topical approach may suggest that the whole is simply the sum of the parts -- when the reality is closer to a synergism in which the whole effect was greater than the sum of the parts. That aspect will be treated in the conclusion.

Forums and Retreats

A more extensive analysis of this element, plus specific data for examples has been prepared by Lora Reiter, retreat coordinator, and can be found in Appendix A. This portion of the project most closely assisted the primary function of promoting collegiality. Three distinct activities occurred: four major retreats each academic year, midway in each of the four seven-week sessions; mini-retreats for core tutors with teaching responsibilities for particular sessions; and faculty forums for engagement with issues and ideas without the thrust of business meeting agenda and without the need to take action.

The various meetings that were held naturally had a range of diverse topics -- and differed in activity, location and outcome. Most of the issues were not resolved once and for all, but rather the interpersonal communications promoted the beginnings of understanding of the ramifications of the issues and their implications. Among such open-ended topics were liberal arts education in tension with career planning and vocational preparation; the relationship of black experience to traditional subject matter; the tension between denominational heritage and liberal arts curricula; effective advising of students; modularization; and merits and motivations of the profession of teaching in a liberal arts college.

Major retreats had a significant impact in a short time span -- due to the varied off-campus locations selected -- and the deliberate mix of recreation and pleasure with the reflective and serious aspects of the agenda. Inclusion of representatives of varied constituencies -- trustees, alumni, local community, and spouses was a positive factor in the success of the retreats. Nevertheless there was a serious flaw in this part of the project -- the retreats were too frequent. The initial proposal and design had occurred at the very time Ottawa University was experiencing its first intensive seven-week session. Our initial anxieties and tensions led us to feel that a retreat midway in each of these seven-week sessions would be a healthy way to relieve the pressure and also capitalize on the opportunity by attaching serious agenda for the retreat. Experience, however, led members of the institution to rapidly adapt to the intensive session's rhythms and demands -- and drastically reduced the need for the therapeutic aspect of the retreat. Consequently, by the end of the two year project we were discovering that the retreats themselves were costly in energy and stamina -- in contrast to what we had anticipated. Hindsight indicates that fewer retreats in number would have been preferable. A more difficult tension to resolve exists between the recreational and informal interaction cultivated by the retreat format in contrast to the business or formal agenda to be covered. The protestant work ethic and the urgency of the agenda may suggest reducing or omitting the recreational aspect. I am personally convinced that both elements are indispensable -- and both suffer whenever one is given too much attention at the expense of the other.

The mini-retreats tended to be more process oriented and often dealt with basic decisions which had to be made and shared by core tutors in a specific session. Without these retreats, intercommunication among the core tutors would have been restricted and the team effort would have suffered. Naturally there was some repetitive agenda as more and more faculty entered into core teaching -- but the interaction was essential. The mini-retreats served their function well. A special core tutor expense allowance had also been provided to assist faculty to experiment in their approaches to their core groups and individual students. Initially successful for some tutors -- it was not utilized evenly or effectively by every tutor. A modification in the future would be to budget some contingency or discretionary expense allowance with core directors or budget managers. Faculty styles differ, and supportive means should be adapted to that element of diversity rather than treating them as if they all would respond alike.

Workshops

Ottawa University had two workshops with NEH support. For illustrative purposes a description of one of these workshops is to be found in Appendix B. Workshops have differed each year in objectives and design. The only common element to date is the use of three weeks each August. The initial workshop was focused for core tutors beginning the initial freshman year's interdisciplinary courses. The workshops funded by the Endowment were more inclusive (for tutors in all core sequences as well as all non-core tutors) and the design was intended to be complex and serve several purposes.

One key purpose of each workshop was to prepare for the interdisciplinary core sequences to be taught during the course of the year. Syllabi were designed by core directors and interested parties, and were reviewed by a faculty core committee charged with maintaining overall quality, integrity of design and evenness of approach. The specific tutors for any given academic year varied, and there were three needs: (1) to introduce new faculty who lacked interdisciplinary experience into the core processes and expectations; (2) to acquire some common sense of the joint enterprise and the tension between group expectations and individual variations due to the unique talents and interests of each faculty member; and (3) to review and modify the syllabus, instructional procedures, and selected materials so that the faculty could sense that the course was theirs and they had an important role in its design. Without that third element there was the possibility that the faculty would see the design as one imposed upon them and lose the necessary motivation for effective teaching.

With the inclusion of all the faculty in the workshops, the non-core faculty lacked the need for the process described above. We did retain certain elements that had been used with considerable success in core workshops -- such as the use of simulation games. The games provided a rich field of data in a short span of time with non-threatening interpretive and reflective possibilities. Indeed, our success with games led us to design a simulation game about college planning and strategy that was used effectively in our initial major retreat and later was used under our supervision by another college faculty, Bethel College, to provide input for an all-faculty workshop.

Other than the common elements, we introduced a variety of special topics as focal points for varying interests. See Appendix B. This variety of elements consisted of small intensive short courses offered simultaneously, permitting individual faculty in the workshop to select from that variety the special topics of interest to them. The common enterprise was retained at some points and openness to individual needs and interests was also in the design. The net effect of the workshops was to make some headway on issues or concerns that were of importance to the institution and its overall program imperatives. At the same time the workshop design enabled faculty and staff to introduce enough of their personal agenda and concerns to make it a positive experience. The August timing of the workshops did introduce another factor.. The initial three week workshop in August 1970 led almost directly into the beginning of the academic year -- and psychologically cost us some effectiveness. Prior to that year the institutional faculty met in a common one to three day meeting just prior to fall registration and classes. This had established a pattern of pacing and preparation for tasks. The three-week workshop upset this older pattern. With a three week effort already experienced, classes began with some loss due to fatigue or to the simple disruption of the previous pattern. Consequently, for the workshops under Endowment support, we timed the workshop in such a way that approximately a week intervened between the conclusion of the workshop and the beginning of classes. A longer interval might have been non-productive for then we would have been assembling the faculty and staff in such a manner as to seriously interfere with their summer plans and activities.

On the whole the workshops were an effective tool. The outcome for many was preparation for some for specific and challenging teaching activities in the immediate sessions to come -- for others it was a chance to reflect upon aspects of the teaching-learning process, to sharpen some specific tools, to try to create elements or portions of their own syllabi in their disciplinary specializations, to have some practice in understanding the complexities of interpersonal communications, to learn more about the advising process, to have an opportunity to hear and question experts in subject fields and experts in the learning process. The net effect was to heighten the collegial environment and improve faculty morale. It was clear that we were in a common enterprise, and joint participation in the workshop helped to cement and actualize that perception.

Use of Consultants

In one definition, consultants are outsiders who are asked to come inside briefly, and by dint of their special competencies or experience help the insiders with some problem. How do they get insider's perspectives sufficient to make a significant contribution? Perhaps insiders see the consultant as the expert who has the appropriate answer if only one can ask the right questions? At one extreme we can imagine visiting experts who come in briefly, drop their load of advice and depart -- with no follow-up or prolonged contact to improve communications or make sure the advice was appropriate to begin with. At another extreme, the consultant may sense the concern and need of the group to such an extent that he or she becomes an echo-sultant, telling the group what they want to hear -- but at some cost to resolving difficulties or constructive use of time.

Ottawa University used a number of consultants as part of the project funded by the National Endowment for the Humanities. Many were used in the summer workshops, others were participants at the major retreats, and others were asked to come at special times and to serve special needs. Initially we looked for two kinds of assistance -- first from subject matter specialists who could sharpen insights about the seminal figures or periods treated in our interdisciplinary courses -- but also from a process consultant who could assist us in focusing upon the teaching-learning activity that was planned or in progress. Both of these functions came off fairly well. Our workshop subject matter specialists were called in for a fairly precise objective, they tended to understand that objective without necessarily having to understand the entirety of the Ottawa program of education. Thus they tended to be useful and valuable. The initial process consultant was Dr. Marvin Ack, a psychiatrist on the staff of the Menninger Foundation. Dr. Ack's interest in education through the Foundation had already led him to serve a variety of other educational institutions as a consultant for varying lengths of time. Initially he came for two half-days each week for the August 1970 faculty workshop -- and as funded by the Endowment, continued that schedule in the August 1971 workshop, and spent an additional two half-days per week through the course of the academic year 1971-72. Dr. Ack's contributions to the success of the project were vast and valuable. He tended to keep before the faculty the objectives which they had as teachers -- by calling forth our own skills and understandings and by reminding us of the balance between our expectations and our experience. When he departed from the region to take a position in Minneapolis we found it difficult to replace him -- not simply because of his own unique professional competence, but also because the results of his activities made our need for a process consultant less acute. That is not to say that the need was met once and for all -- nor to imply that we even had reached a competency level that reduced the need to focus upon the teaching process. Rather, we had progressed and improved to some extent -- so much so that we had difficulty articulating the nature of our transformed and altered needs and the means we might employ to meet them. Thus we did not replace Dr. Ack during the last year of the project. See Appendix D for an interim report of Dr. Ack.

Other consultants, particularly those used for our major retreats, were of varied utility. In some cases they had difficulty grasping the objectives of the retreat format and our intentions. In other cases, particularly near the end of the project, the faculty cohesiveness, collegial community, and high joint commitment to the enterprise -- all tended to work against the designed use of consultants. Some consultants tended to believe that the group was starting from scratch -- or at best that the group was at least intelligent enough to employ the proper consultant. The Ottawans became a difficult audience -- our problems in some key ways were different, our own level of expertise was considerable and growing. Indeed, the latter fact, once perceived, led me to omit all outside experts from our last retreat -- and to use the Ottawa faculty and staff as its own resource, its own body of expert consultants.

Resident Humanists

The resident humanists were expected to serve as short term visiting professors, keeping the mix of faculty talents and interests rich and varied -- plus providing the faculty with an opportunity to practice and exercise themselves as learners in situations similar to those we provided for our students. The persons we attracted all performed these tasks well for us. Among them were Bernard Meland of the University of Chicago, Laura Bornholdt of the Danforth Foundation, and Charles Rich of Temple Buell College. They worked well among us, participated in every activity requested, and provided a leaven of intellectual presence and engagement with ideas that was fruitful. Bernard Meland, as an American Theologian, also provided major input and direction to one of our retreats which was focused upon the Christian heritage of the liberal arts college in relation to its educational mission.

Some difficulty with the resident humanist element of the project did develop initially because it became very difficult to rapidly identify and recruit visiting professors for whom we had very explicit hopes and expectations. Further, the difficulty was compounded by the length of our sessions -- which at that time more than at the present found little correlation with academic schedules elsewhere. Our seven week sessions were a bit short for some candidates, a bit long for others -- and the need to make plans at some distance ahead, months and years in some cases, created obstacles. We were starting this practice afresh and learned on the job. By the end of the project the initial difficulties were greatly eased -- and the benefits of extraordinary presences on campus more than offset any effort lost in setting up the arrangements.

An unexpected benefit from this part of the project also developed in that one of our visiting professors, after the project was completed, was able to accept a permanent position on our staff. See Appendix E.

Inventory of Styles

Initial assumptions about the inventory by the project author were modified in the course of the project by the inputs of the staff members called upon to assist in creating and establishing the inventory. Originally the key person was Don Ruthenberg who joined Ottawa as Director of Research and Planning with responsibilities for evaluation and other needed tasks. After an active year with us at Ottawa Don Ruthenberg accepted the presidency of Southwestern College at Winfield, Kansas -- and the inventory was turned over to his successor Tom Maher who was employed in September 1972.

Initially the inventory had been perceived as static data on file -- a library of styles for faculty interest and examination. It was hoped that the library's existence would lead to experimentation with alternative styles and to employment of explicit identified techniques.

The realities of teaching styles were not so easily pigeon-holed and converted into exploitable data which could then be transferred to other instructors upon demand. The process of establishing the library itself led to an extensive interviewing process -- and to the development of an understanding of the diversity inherent in differing teaching activities modified by different personalities. Consequently, the inventory was begun, but the outcome was not as simple as the initial expectations imagined. The specifics are discussed more fully in Appendix C.

Impact

The project contributed a great deal to the institution. The expansion of the faculty workshops to include all the faculty, and the retreat and forum activity that tended to be as inclusive as time and willingness would permit, all had a decisive effect for Ottawa University. The interdisciplinary core program prospered, its planning was supported, and the needed training and implementation was possible. New ideas and new developments were also given space and time to develop. Reflective time for assessment and planning was provided. One example of change concerned a recurrent problem with the scheduling of the initial freshman core sequence. Students entered the college taking one of the required core courses, but also taking another course simultaneously. Often the unique design of the interdisciplinary course, with its emphasis upon group processes and affective concerns, fared badly with a simultaneous traditional course with a different set of expectations and deadlines. An alteration of the first year's schedule occurred effective with academic year 1971-72 when all of the initial seven week term was given over to the core course without the competition of any other kind of course. This rescheduling also encouraged us to modify the internal design of the initial experience, to introduce some practice in writing and developing student's objectives and goals as a preparation for developing their total learning contracts for their degrees. The design also made some modularization possible and encouraged us to begin breaking down the complex elements of our instructional agenda into sub-units, mini-courses or modules. Funds were available for the development of the modules. We only began the process at that time and still have a long way to go before we will be satisfied with the results -- but the project made the beginning possible.

Changes in teaching other than the core elements also resulted from the project funding. The workshop emphasis, reinforced by the retreats and forums, plus the experience of actually attempting different teaching styles as core tutors had a gradual but discernable effect on departmental courses and teaching styles. Fewer courses were approached in manners that suggested a simple transmission of information from the teacher-expert to the learner-ignorant. In some cases departmental offerings themselves were modified. This kind of development was furthered in the project by the inclusion of the total faculty in the faculty development activities. Initially the core tutors were identified as a select group, a minority of the faculty who met together frequently, who talked together about teaching and learning strategies they employed, who benefitted from special training provisions and the like. By means of the project, the majority of the faculty were involved in the special training activities -- and over the course of the two years of the project, the majority of the faculty became core tutors in the general education program. Yet, faculty development activity was always approached as an invitation which could be refused -- and a few preferred the comfort of old ways and familiar procedures rather than try to learn or practice the new.

All of the above is to indicate that the project had a significant impact upon staffing. In a time of inflation, reduced student enrollments throughout higher education, and reduced faculty mobility, staffing could not be effected very significantly by new appointments. We used the faculty that we had -- and we worked with the faculty that we had -- and our faculty was good and made the program effective.

CONCLUSIONS

Many conclusions are already evident in comments made earlier. The following comments are concerned with the project as a whole.

It is worth noting that although this is a final report about a project at Ottawa University funded by the National Endowment for the Humanities, Ottawa University has a vitality and complexity that is not reducable to pages of a report. Put in another sense, a project suggests specific application to meet a specified need. The connotation is static rather than dynamic. Reality informs instead that the problems faced by Ottawa University, to promote collegiality by focusing upon faculty development, and to counteract professionalism in the same manner -- may be perceived as persistent and continuing issues to which there are no simple, once and for all kind of answers, or single best solutions which resolve the problems.

In such a context my judgment remains that the National Endowment for the Humanities funded a very successful project.

There was some irony to the simultaneous beginning of this two year project and the general hard times faced by private higher education in our society. For Ottawa in particular the situation was compounded by a marketing decision that attempted to price the cost of providing our high quality program at an adequate level to sustain the institution and permit reasonable growth. The general recession in the society and related general factors that need not be reiterated here had the effect of reducing enrollments in private liberal arts colleges. At Ottawa, this effect was partially counteracted by maintaining approximately the same size entering classes. This success was temporarily less visible as the larger-sized upper classes progressed through the program and graduated. We believe we have bottomed out on the overall enrollment figures and will gradually increase enrollments again. All of this is to acknowledge the difficulty of relating the success of an academic program directly to enrollment figures. Declining enrollments have multiple causes -- the new program has not been seen as one of those causes, but rather as one of the factors that has attracted students to Ottawa. We did have a different mix of students in that those who enrolled were far more interested in the program that had been the case for students in previous years. This interpretation was supported by studies and interviews of students under the auspices of our office of educational planning and research, and by core tutors as a consequence of their advising and interviewing duties.

The effect of the project on the humanities was extensive. From the perspective of funding allocations there are no simple indicators one can use. Recalling the general problem of inflation it might be expected that total institutional funding could be expected to decline, and funds allocated for the humanities would decline proportionately. On the contrary, economies were sought, improved budget management was sought -- but no reductions as such were expected in institutional programming for the humanities. The new program was sustained and nurtured during a time of financial strain. Specific budgets supporting humanities activities such as the university program series, which brought artists, concerts, performances of dance groups, and lecturers to the campus continued to receive full support and to have impact upon the total institution. The visiting humanist activity was also seen as enrichment for the humanities generally at the institution -- not simply by means of courses offered, but rather by the interaction of the visitors with the rest of the staff, and by the heightened attention and thrust given to the world of ideas and their discussion.

Finally, a synergistic factor operated for the project. The whole was larger than the sum of the parts. The general climate of learning, of engagement with the teaching-learning process was enriched and effective due to the activities supported by the Endowment. The implementation of the new program of education had been achieved, the re-tooling of the faculty had been well begun and was in process -- and the collegial function of interdependence and cooperation had been strongly sustained and encouraged by the activities of the project. Faculty and staff morale remained high even during times of doubts about higher education in general. It is possible that a cynic could note that the high morale and institutional commitment of the faculty was a reality before the project began and I would not deny this. Indeed, that fact made the design of a new educational program possible with fewer false starts and with abortive and distracting elements kept to a minimum. I do assert that the tough job of implementing the complex new program with its high demands for faculty re-tooling and adaptation to new styles and new functions could have severely damaged faculty morale and commitment to the total project without the supportive elements and training provided through the Endowment.

CONTINUATION

As suggested earlier institutional vitality and dynamics do not permit neat conclusions. The project may be seen as a slice across an on-going interaction and development of a lively institution, rather than as a static image of a series of problems to be met and resolved. Consequently a conclusion does not really conclude, and readers of this report may get some sense of the living reality by seeing post-project developments that may legitimately be also seen as outcomes of project activities even after the project formally ends.

The interdisciplinary core courses continue to be modified, sometimes in the direction of complexity of design, often by modifying the specific tasks or instructional objectives to improve or to take into account the interests and concerns of those involved in the implementation of the courses. There is no perfect course nor perfect instruction, only attempts to open the door to learning as a rich and continuing activity. While no structural change has occurred in the common core sequence in the academic year following the project, there are indications that basic re-examination of the total design, with possible reductions in the total quantity required of students may be an outcome. What we have learned over the span of the project has aided us to discriminate between the essential elements and style we prepared for -- rather than the sacredness of initial designs. Hopefully we have created an institution in which change is natural -- and not the creation of new orthodox ways of doing things to replace former orthodoxies.

One exciting development is the subdivision of courses into smaller units. This modularization process was begun under the Endowment's funding during the course of the project -- but now extends to a larger segment of the total curriculum. We recognize that many institutions are now doing this, and that many of them have the resources to do it well and to make a greater splash in public relations. Yet Ottawa was among the earliest to try -- and to try with the faculty it had at hand in spite of the inertial element of many years of carving up a curriculum simply into "courses".

Another development out of the National Endowment for the Humanities project was the creation of faculty development contracts. Our new educational program had already focused upon developmental contracts for students -- and as we prepared ourselves for that need, our familiarity with the process and our gradual improvement in the skills needed to bring it about led us to introduce faculty development contracts as a means to learn at first hand how contracts affected the person involved. This was introduced on a voluntary basis during the August workshop of 1972, and although still voluntary it has enlarged and is a key element of present institutional policy for the faculty. Indeed, Ottawa University was one of the successful few in receiving a very large grant from the first grants made by the new Fund for the Improvement of Post-Secondary Education. One funded area was the encouragement of faculty development contracts.

Another outcome of the project was the satisfaction perceived in the effect of the August workshops upon needed faculty development items. The Endowment project completed the implementation phase for the new program of education at Ottawa University. Yet there are recurrent and perennial needs of faculty to sharpen and improve their skills of advising, focusing particularly upon skills of diagnosis, skills of goal-setting, skills of program design, skills of evaluation, and skills in psychological dynamics. To accomplish this Ottawa University has continued summer workshops and will continue them for at least two more years with the assistance of the Fund for the Improvement of Post-Secondary Education.

We see these continuing activities growing out of the project funded by the Endowment as second generational in nature. We made substantial progress and we believe the project was a significant success, coming at a crucial time in institutional needs and history -- but now we are continuing to explore and continuing to meet the needs we presently perceive.

Some concluding comments can also be made about the impact of the project and institutional visibility. Faculty and staff members of well over one hundred other colleges have heard about Ottawa's program and have inquired about the curriculum and about the processes used to establish and implement it. A number of colleges have sent teams to the campus to interview key personnel, faculty, and students about the program. Many administrators and faculty members have presented aspects of the Ottawa program at professional meetings -- often in impromptu and unexpected ways. It was not uncommon for Ottawans to journey to a conference with some expectations and needs to be met -- and to find upon arrival that Ottawa tended to become the subject of the informal meetings, requiring explanations and information to many others. The president of the college, the project director and often core directors as well became featured speakers at conferences and meetings -- or served as consultants to other colleges and universities. Press coverage was also given to the new program with stories in the Chronicle of Higher Education and regional newspapers and television stations. At one point, in the Spring of 1972, all three candidates for the vice-presidency of the American Association for Higher Education were related to Ottawa: the successful candidate was Harold L. Hodgkinson who served as the external consultant for the project as a whole and during the course of the project; Peter H. Armacost, president of the college; and Laura Bornholdt, who at the time was one of the visiting humanists under the funding of the project. Ottawa University is growing increasingly visible and it is an exciting place to be. The National Endowment for the Humanities helped make this possible.

REPORT ON RETREATS AND FORUMS

Appendix A

Introduction

Implementation of the New Program of Education at Ottawa University created particularized needs for faculty which the retreat-forum section of our proposal to the National Endowment for the Humanities was designed to meet. The New Program, focussing essentially on "the learning process via an integrative interdisciplinary . . . program [extending] beyond the usual classroom limitations," was expected to cause intensive and extensive reassessment of our common purpose and of concepts of learning/teaching, and, in addition, to create the need for members of the community to share their concerns and insights in settings where work pressures, departmental or disciplinary groupings, or other routinely segregating principles would not apply. The retreats were designed to transport faculty, representatives from the administrative staff, some alumni, trustees, students and other friends of the university to settings where congenial surroundings and freedom from the quotidian would "shorten the preliminary group process" and facilitate sharing of mutual interests. The forums (more specifically for faculty) were also designed to contribute to our sense of community and to collegiality, but their primary function was expected to be that of providing intellectual challenge across traditional disciplinary lines, this in a variety of possible ways. Both retreats and forums had as goals "achievement of an effective community of teachers -- a revitalized collegiality --" with a new and intensified recognition of its responsibilities and commitments under the New Program of Education. The following is a report on these experiences.

General Information

Eight retreats were held during the past two academic years, one during each seven week session. Four of these retreats included spouses of university personnel; four were primarily for faculty and representatives of the administration and staff, although all retreats included persons from the larger community, e.g., alumni, trustees, friends of the university, and students. Acceptance of retreat invitations was high, and we succeeded in involving most of our faculty in all of the retreats.

Location of retreat sites was varied during the two years, but the pattern was to hold two in the immediate area and two at some more distant point. Sites were: I, Rodeway Inn, Kansas City, Kansas; II, Ramada Inn, Topeka, Kansas; III, Western Hills Lodge, Wagoner, Oklahoma; IV, Tan-Tar-A, Osage Beach, Missouri; V, Plaza Inn, Kansas City, Missouri; VI, The Center for Continuing Education, Oklahoma University, Norman, Oklahoma; VII, TWA Breech Training Academy, Kansas City, Kansas; and VIII, again Tan-Tar-A.

With the exception of VII, the retreats were held from Friday (beginning in the afternoon or evening) through Sunday noon. (VII was a Thursday - Saturday variant.) Typically, the programs included 8-10 hours of scheduled discussions, meetings, or laboratory experiences, time for Sunday worship and a summary, and five meals taken together. Other time was unstructured, permitting leisure time activities and continued informal discussions. (It is interesting to note that, as we planned our second year of retreats, we chose three sites where villa or suite accommodations could more effectively support the desire for these continued conversations.)

Retreat Topics

The eight retreats were built around areas of concern to us as we implemented our new program. Perhaps predictably the first offered a "game plan," an experience of the Ottawa University program, with attention to the direction the university has elected. The last offered an appraisal of our progress, in relation to other innovative undergraduate programs, and a series of projections ("Futures papers" written by various Ottawa University personnel) about our direction.

The second examined our identity as a Christian liberal arts institution and sought to clarify concepts of our traditional heritage in relation to our new program and our primary educational objectives.

Retreat III was an attempt to increase both awareness of cultural diversity and our ability to respond effectively to it; we elected black consciousness as our focus.

The fourth (and concluding) retreat of the first year asked us to review our professional commitment as teachers, to renew our dedication, and to challenge ourselves to fuller development.

As we progressed with our new program, becoming more aware of the shadings of our new responsibilities, the concerns we wanted to share also became more precise. A spring forum and a summer workshop permitted us to elicit from the community a list of priority concerns which we wanted to examine together in leisure and depth. Without changing the conception or pattern of the retreats, we did focus on three areas which had become fundamentally important to us as we worked toward full implementation of the new program.

These were: 1) advising as teaching, with concern for a) the individuality of the advisee and b) the relevance of her/his undergraduate program to changing career trends and job opportunities; 2) creative advising, with concern for effective use of interdisciplinary primary advising committees to answer unique needs in creating depth studies distinct from traditional majors; 3) teaching effectiveness in different styles, with concern for a) recognizing and developing multiple talents in students and b) employing different teaching tools. Each of these was the focus of one retreat.

As was mentioned above, the final retreat was an occasion for re-examining our progress and projecting our future.

Resources and Structure

Although we did not always rely on external resources, we did invite numerous guests and consultants to join us, and they brought to us a great variety of experiences as well as challenging, highly relevant insights.

For example, during the fall of 1971, Dr. Bernard Meyland, Distinguished Professor of Religion at Chicago University, was Humanist in Residence at Ottawa University. His reflections on the role of the liberal arts college as a church-related center of learning provided the focus for a series of discussions, led by panelists representing different constituencies of the Ottawa University community.

At the third retreat, guests participated in reader's theater, reading some contemporary black drama. Then players from Black, Incorporated, a black arts group from Norman, Oklahoma, performed the drama and joined us in discussing it. This was followed by a presentation of black painting, a lecture on black aesthetics by Dr. David Dorsey of New York University, random access to black films, books and music, and continued small group discussions led by Ottawa University personnel, assisted by Ms. Gertrude Noar, teacher, author, and consultant for ADL and NEA, by Dr. James Rosser, Associate Vice Chancellor of Kansas University, and by Dr. Dorsey.

The spring retreat, focussing on renewing our commitment to effective teaching, was an occasion for inviting three "great teachers" to share their experiences with us. Dr. Lawrence Barret and Dr. Conrad Hilberry, both professors of English at Kalamazoo College in Michigan, and Dr. Henry David Aiken of Brandeis University were our guests.

This year our consultants included Mr. Richard Bolles and Mr. John Crystal, two national leaders in career planning who conducted a workshop with us; Dr. Sam Postelthwaite and Dr. Robert Hurst of Purdue University, both experts in modularization and preparation of mini-courses who also led us through a workshop; and Dr. Calvin Taylor of the University of Utah, a leader in research on developing multiple talents in students.

At other retreats, we drew on internal resources for leadership or devised experiences which were task-oriented and which encouraged all participants to take equal responsibility for the group process. For example, for the first retreat, we created our own simulation and provided experience for discussion by playing "Ottawa University." The eighth retreat was given substance by sixteen faculty who, prior to the retreat, visited other institutions for the purpose of exploring their educational priorities, problems, proposed solutions, student perceptions, etc. Teams visited "subling" colleges such as Avila, Mid-America Nazarene, Park and William Jewell, and institutions with innovative programs such as Hampshire College in Amherst, Davis-Elkins in Elkins, West Virginia, and Minnesota Metropolital State College in Minneapolis. At the retreat, these faculty became our consultants, reporting on their experiences and providing information for discussion of our own concerns. Other retreats saw guests role-playing as advisees, working together as primary advisory committees for real or imagined students. We prepared modules, devised contracts, created multi-media presentations, read plays and simulated classes, these experiences being shared in small, very assorted groups.

A prevailing concern of retreat planners was to encourage all guests to participate in the programs. Regardless of the subject or of the consultants who joined us, then, we constructed small group activities which would provide that opportunity. Typically, common meetings were interspersed with laboratories, discussion periods, or group tasks. The results were that participation was widespread, new mutualities were created, and we recognized in ourselves, resources of leadership, cooperative planning and creativity which we had not previously tapped.

Summary

The proposal stated three expectations of the retreats:

(1) Increased sense of community and common purpose on the part of faculty due to the carry-over of an inservice aspect of their preparation from the workshops and weekly contacts, coupled with heightened morale and enthusiasm.

(2) Incorporation of elements of the larger community into the teaching community as well as mutual recognition of the value of contribution to the group process.

(3) Familiarity and understanding of the goals, processes and problems of the learning process shared by those crucial to its support and interpretation to the outside world and to potential students.

At least a nominal success was assured by the logistics and programming. We did gain a different and increased sense of one another and our common purpose simply by virtue of being together in groups that would not otherwise have formed. We did incorporate into these groups extra-university persons whose perceptions sharpened ours and who have increased our resources both in terms of insight and in terms of becoming significant aids to us as, for instance, potential members of advisory committees or contacts for internships. In addition, all members of the immediate university community have gained knowledge of others' roles and priorities, and the sense of community has been underscored by increased understanding of one another's roles in the common endeavor. We did work cooperatively in multiple experiences, and we have recognized the added textures this cooperation gives decisions and products of the group. We did examine our goals, and we did experiment with processes and problems relevant to those goals. We have become more familiar with them. Insofar as we were simply able to have the retreats, conceived as they were, some degree of success in accomplishing these expectations was assured.

It is, of course, more difficult to assess the quality of the success. These points may be helpful.

1. The retreats gave us the opportunity to consider substantial questions about portions of our new program and to consider alternative solutions to some problems. Current plans for improving implementation have grown, at least in part, from those experiences.

Specifically, concern for advising as teaching, encouragement of faculty development, renewed attention to problems of goal development and contract building, exploration of alternative teaching styles, recognizing the necessity of interdisciplinary exchanges, and increased concern for multiple potentials in students are priority considerations which, primarily through the retreats, have become familiar to every member of the community.

2. Contact with university friends and persons of the larger community seems to have contributed much to our sense of functioning within that larger community. Discussions of images, ideals, career realities in a changing society, etc., followed naturally from the make-up of our groups. This seems particularly crucial at a moment when liberal arts institutions such as Ottawa University must be very precise in clarifying and communicating their purpose and very scrupulous in acting according to it.

Specifically, our continuing self study -- examination of our commitment as a Christian college of liberal arts in a society in which such institutions are increasingly pressured for their survival, and examination of the educational planning and career alternatives we offer -- has been aided by these exchanges.

3. Perhaps most significant is the perception that the retreats did provide moments of collegiality and enjoyment which could not have occurred otherwise. The retreats took place during the second and third years of implementation, after the initial excitement was gone and while the hard problems were shaping. To get distance from the scene, to share anxieties, to work at solutions, to relax in pleasant surroundings between bouts, to discover new friends in old acquaintances, these experiences have been subtle restoratives and sources of new possibilities. The combination of cooperative work and recreation seems to have helped us dissipate some anxieties and find new resources in one another.

Examples of Retreats

The following are materials relevant to the organization of two retreats.

Organizational Plans
Retreat I September 29 - October 1, 1972
Plaza Inn, 45th and Main, Kansas City, Missouri

Education With Concern
For the Quality of Life and Work

The objectives of the retreat are:

To examine present and future educational/career opportunities to gain information about existing and coming realities;

To examine Ottawa University's educational/career planning to consider our services in relation to those realities;

To improve our educational/career planning resources and our responsiveness to student needs and career/educational opportunities.

Each of the inputs is designed to address one type of question. The keynote speaker and the panel will focus on information from different points of view about career planning that is of special interest to a liberal arts institution. The sessions led by Mr. Crystal will be informational and experiential, suggesting means by which personalized career planning can become more effective. The laboratories will permit us a brief review of our present efforts. And the concluding discussions will challenge us to make suggestions for our future efforts at career/educational planning, given the information and insights of our total experience.

The following questions may provide grist for the mill.

The questions we need to consider:

(1) On Information

What are the significant differences between future and present career opportunities?

How do these affect our program and function?

How can we become/remain best informed about changing opportunities?

(2) Self-Examination

What is the importance of a liberal arts education in career planning?

How effective is our program in preparing graduates for employment opportunities?

How significant is our emphasis on non-vocational (liberal arts) training?

Are we necessarily (should we be) competitive with vocational training schools?

Are employers interested in graduates of liberal arts institutions? Why or why not? Less or more so than in the past? What does the future look like? How valid is it to assume that preparation of one occupation is adequate?

What do we typically do to help students plan educational/vocational experiences?

Are we discipline-oriented? Should we be?

Are we ourselves aware of resources/opportunities/trends?

Are we sexist? provincial? traditional?

How do our practices correspond to actual needs?

Do we have a mechanism to absorb/filter in change? provide diversity?

(3) Action

What can we do to be more effective in relating our liberal arts program to societal realities for career planning?

Do we need additional resources?

Do we need additional personnel?

Do we need to change the calendar to reserve more time for advising?

How can we better use the primary advising committee?

How can we better use the available community resources?

How can we evaluate the procedures we use/develop?

Options for considering questions:

(1) Consultants

a. Educators working with career/planning and familiar with our type of institution: Max Gearheart, G. Theodore Mitau

b. University friends involved in business/industry who could speak from their experience and observation: James Logan, Robert Pence.

c. Experience leader from DIG, new method of relating one's likes and affirmative experiences to his job planning and career development (Deeper Investigation into Growth): Richard N. Bolles, John Crystal.

(2) Laboratories

a. Review of sample contracts, discussion led by Annabelle Pence and helpers of her choice.

b. Psychodramas; experience of advisors as they assist advisees with the information they presently have. (Spouses could role-play. Student mock-folders will be provided with data approximately like that the advisors receive. Students will be diverse and at different levels of their career.)

c. Special interest?

(3) Materials

a. Sample contracts

b. Literature from Career Development, including index to career information center in library.

c. Occupational Outlook Handbook

The agenda includes:

Keynote speech Friday evening after dinner: Dr. Mitau.

Panel discussion (concentrating on questions 1 and 2) Saturday morning. Panelists: Mr. Crystal, Dr. Maher and Dr. Routh, OU faculty; Mr. Bolles, and two university associates, (businessmen and corporation administrators), representing prospective employers of liberal arts graduates.

Inventory of Abilities laboratory session, led by Mr. John Crystal; purpose, to look at new ways to gain information about aptitudes, interests and abilities of students to improve our educational planning process.

Laboratories led by Ottawa University faculty. Close look at the methods and resources we presently employ in career planning.

Concluding small group discussions of Questions under 3.

Consultants for Retreat I

Richard Nelson Bolles is the author of *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*, which has been called "the definitive treatise on job-hunting and career-changing in this country today." It is used by colleges, government agencies, agencies and foundations, corporations and businesses, as well as by numerous individuals seeking a more meaningful life.

Mr. Bolles is at home in the fields of education, counseling, science and religions. He is an Episcopal priest who serves the American Baptists and nine other denominations as a Western Regional Secretary for United Ministries in Higher Education. He serves nine western states, including Alaska and Hawaii.

He is an alumnus of M.I.T. and Harvard, holding a physics degree (cum laude) from the latter. He is a graduate of General Theological Seminary, holding the Master's degree in New Testament. He is a former Fellow at General Seminary and a Fellow at the College of Preachers in Washington, D. C.

He is married, has four children, and lives in San Francisco.

Mr. John Crystal is founder and President of Crystal Management Services, Inc., and of The Crystal Institute of [illegible]cLean, Virginia. He has contributed many new concepts and techniques to successful full career planning and achievement which have been developed and tested successfully while advising and counseling thousands of individuals from all walks of life during the last thirteen years. He is author of a weekly newspaper Career Counseling Column distributed world-wide for many years and he has been consultant on Professional Career Counseling to the Hudson Institute, the United States Army, the Department of State, colleges, universities and other institutions. Entering military service upon graduation from Columbia University with B.A., Economics major, in 1942, he has had long business experience in a variety of positions including: Latin American Specialist, Manager for the Republic of Columbia, and Manager, Europe, North Africa and the Middle East for Sears Roebuck and Company; Consultant to the State Department on Greece; Executive Vice President of an international firm in New York; and with a major manufacturer in New Jersey.

Mr. Max V. Gearheart, Area Manager (Wichita) for the United States Civil Service Commission, is a native Kansan. He attended school in the Wichita Public School System and is an alumnus of Wichita State University. He began his Government career in June of 1943 and came to the Civil Service Commission in 1968 as Executive Officer of the Wichita Interagency Board of Examiners. In 1970 he became Area Manager of the Wichita Area Office. He is married and has two children (a son 16 and a daughter 12).

Dr. G. Theodore Mitau, teacher, author and active participant in local, state and national professional governmental affairs, was named Chancellor of the Minnesota State College System on March 13, 1968. Dr. Mitau resigned as professor and chairman of the Political Science Department at Macalester College in St. Paul to accept the position.

Born in Berlin, Germany in 1920, the Chancellor received his bachelor of arts degree from Macalester in 1940 and his master of arts degree (1942) and doctor of philosophy degree (1948) from the University of Minnesota.

Dr. Mitau joined the Macalester faculty in 1940 and was appointed James Wallace Professor of Political Science in 1963. A member of Phi Beta Kappa, he also received the Thomas Jefferson Award for Distinguished Teaching and Scholarship under a grant from the McConnel Foundation.

He has served as consultant on intergovernmental relations for the U. S. Civil Service Commission; consultant on the Governor's Legislative Reapportionment Committee (1964); the Governor's Council on Executive Reorganization; a member of the Governor's Committee on Constitutional Revision (1960-62); a member of the executive committee of the Midwest Conference of Political Scientists; research consultant to the U.S. Senate Committee on Unemployment Problems, to the Minnesota Legislative Commission on Election Laws and to the Minnesota Historical Society.

He is presently a member of the (Minnesota) Higher Education Advisory Council, the Minnesota Education Council, the Minnesota College Federal Council, and is on the Advisory Committee for Higher Education of the Midwestern Conference of the Council of State Governments.

Dr. Mitau is also a member of the St. Paul Charter Commission, the Board of Directors for the Twin City Area Educational Television Corporation, the North Star Research and Development Institute, the Upper Midwest Research and Development Laboratory, the American Council on Education, the American Association of State Colleges and Universities; the Board of Trustees of the Higher Education Compact and the Executive Council of the Western Interstate Commission for Higher Education.

He is a member of the College Government Council, the Minnesota State Council on Economic Education, the United Theological Seminary Commission on Higher Education, the Executive Committee of the National Center for Higher Education Management Systems, the Board of Trustees of the St. Paul Council of Arts and Sciences, the Minnesota Orchestra and the United Hospitals Incorporated.

Dr. Mitau is the author of "Politics in Minnesota" (University of Minnesota Press, 1960); "Proximate Solutions, Case Problems in State and Local Government," with Professor Harold W. Chase (Charles Scribners' Sons, 1964); "Insoluble Problems, Case Problems on the Functions of State and Local Government," with Chase (Scribners', 1966); "Decade of Decision: The Supreme Court and the Constitutional Revolution," (Scribners', 1967); and "State and Local Government: Politics and Processes," (Charles Scribners' Sons, 1966).

He is contributor to "Cases in American National Government and Politics," published by Prentice-Hall, Inc. in 1966 and has written more than twenty articles published in legal and professional journals in the social sciences. For four years he served as book review editor of the "Midwest Journal of Political Science."

A veteran of World War II, Dr. Mitau was for a number of years active in the U. S. Army Reserve, serving as captain in the Adjutant General's Department and in military government assignments.

Married and the father of two children, he lives at 1787 Bohland, St. Paul. Mrs. Mitau is chairman of the St. Paul Board of Education, was first vice president of the State Congress of Parents and Teachers, and was president of the Minnesota Citizen's Committee for Public Education.

Other special guests include Mr. and Mrs. James Logan, Mr. and Mrs. Marlin Kimball and Mr. and Mrs. Marvin Barkus.

September 19, 1972

Dear

I need your help in planning a laboratory session for the Retreat, September 29 -October 1. We would like to have 5 or 6 simulated advising sessions in which spouses, role-playing students, would come to their advisors for contract building and education planning. The spouses need to know, in advance, what their role-personalities and career problems are. What I would like you to do is to build two separate mock-folders duplicating information both students and advisors have access to, using your imagination and whatever interesting advisee problems you have. It should contain the information that an advisor would normally have for the "student" you create, e.g., mock transcript, test scores, preliminary goal statements (if the student is not a new one). It should also contain some biographical data (personality data) for the "student's" information in creating his character-role. This will not be made available to the faculty advisor. I would then divide the information appropriately between advisor and advisee, and we would simulate a session.

The purpose of these simulations is to provide a non-threatening look at what we typically do in advising sessions. This will occur in a context in which we are examining career trends (and our knowledge of them) and methods of gaining insight into a student's individual needs and abilities. The result should offer us material for discussing both, hopefully to suggest means by which we can improve both.

If you can help me build the experience, I would really appreciate it. If not, could you please tell me soon so I can impose on someone else! If possible, I would like these mock-folders by Monday, September 25, in order to distribute the information from them.

Thank you a lot,

Lora Reiter

September 19, 1972

Dear

I hope you are looking forward to the retreat on September 29-October 1. I think it will be an interesting and fun time.

I need your help, though, in creating some simulated advising sessions during Saturday afternoon. The purpose of these simulations is to provide a non-threatening look at what we typically do in advising sessions. This will occur in a context in which we are examining career trends (and our knowledge of them) and methods of gaining insight into a student's individual needs and abilities. The result should offer us material for discussing both, hopefully to suggest means by which we can improve both.

If you would like to help, I would like you to role-play an advisee. The roles are being created now and will be available to you, at the latest, by Wednesday, September 27, along with other information on "your" past academic performance, "your" test scores, etc., which will be made available to your "advisor." Although his information will be limited to the mock-folder, you should feel free to use your imagination and develop the student role as fully as you can. The more realistic the scene is, the more productive it will be.

I hope you're able to participate. If not, could you call me right away (Ext. 209) so I can invite someone else to do the part? Let me know if you have any questions, and thanks a lot for your help.

Cordially,

Lora Reiter

SAMPLE STUDENT PROFILES FOR RETREAT I LABORATORY SESSIONS

A. Student: Christopher Sturdy, freshman from Blissville, Kansas, population 12,499, High School 23/147, SAT v 597/m 550
OPI = reasonably high in altruism, social extroversion, personality integration, theoretical orientation; low on practicality, F/M scales

In conversations with his advisor, Chris reveals that he isn't terribly concerned about making a vocational choice right away. He'd thought at various times of being a coach, in part because he admired his high school football and track coach and because sports were the only activities in his school that demanded excellence. At the same time he realized that liking sports didn't equal becoming a coach.

Chris knew that his father would like him to come back to Blissville and join the family real estate, insurance, land management business. (Chris was the only son, with three sisters.) And, though he saw his father as something of a money-grubber, Chris still thought he might take some economics and business courses "to keep the pressure down at home."

One of Chris's main accomplishments was his contribution of a weekly column to his high school paper. He wrote mostly about sports but occasionally included a thinly-veiled satire of a teacher or administrator. Once he entered and won an essay contest sponsored by the chamber of commerce ("Why it's bliss to live in Blissville") -- a total put-on, Chris reports.

Though his parents were pillars (and girders) of the Baptist Church, Chris himself was somewhat relieved to be at college where he could perform Sunday morning devotions to his mattress. He seemed neither alienated from, nor hostile to, religion, but happily inert on the subject.

His girl is a freshman at Kansas State where she plans on majoring in home economics or elementary education. The advisor makes an astute guess that Chris's girl isn't part of his future planning.

A discussion of the Ottawa Plan with Chris produced few questions. He seemed to accept the idea of the core sequence, depth study contract, and even the UPS with fortitude. His advisor then asked Chris to look over the Primary Educational Objectives. Chris admitted that he hadn't thought about many of these sorts of objectives before and in several cases had trouble getting a precise idea of what was meant by them. His advisor was understanding.

But after several discussions about goals, Chris decided he was most intrigued by the emphasis on learning how to learn and the aim of Ottawa University to produce autonomous learners. That was for him!

Depth Study for Christopher Sturdy

Brief Title: Career Discovery

Aim: To develop the skills of building careers around the interests and abilities of students; and to gain an understanding of the forces that control career development.

Courses:

- ECO Money and Personal Goals
- MAT Probability and Statistics
- GED Independent Study:
  - 1/3 PHL Contemporary Philosophy, dealing with existentialism
  - 1/3 REL Contemporary Issues, dealing with Harvey Cox and Secular City
  - 1/3 PSY Counseling Psychology, dealing with alienation
- SOC Independent Study: Survey of job happiness of Ottawa executives
- SOC Independent Study: Summer job at a Kansas Bureau of Employment with an analysis of problems of unemployment that reach such an office
- GED Independent Study: Work in a placement bureau in Kansas City, toward development of an understanding of the bureau's methods and resulting in written suggestions to that bureau, and advisor
- PSY Internship with Larry Routh toward development of new "career literacy package" for all students
- BIO Pollution and Population. Taken to explore the relevance of new environmental concerns to career futures
- ENG Independent Study: Accumulation of responses and information from fifty placement bureaus and training agencies across country as well as the purchasing of some standard reference works in the area of career planning.

Student Summary B

R. M., Afro-American male in his 30's -- average academic high school record, good Junior College grades. Has had varied employment record; skilled master plumber but has not wanted to follow the trade; serves as pastor-spiritual leader to a small church. Strong convictions about social order and need to reform and work within it; near militant but not violent tactics supported.

Clear conviction of need to learn on his part, and seeks to prepare himself via skills and credentials as a person with more than personal leadership qualities. Has sacrificed family time and income to complete two years of Junior College. Now transferred to Ottawa. Personal interest in Afro-American heritage has led him to concentrate in history up to present with intent to qualify ultimately for teaching at high school or Junior College level. Personal motivation for social conditions has involved him in Sociology and Social Work study as much as in history. Religious and vocational background identify clear pre-seminary and theological interests.

What depth study is suggested? How combined or integrated?

September 11, 1972

Dear Colleague,

I am pleased to send you this letter of invitation to the first retreat of the new academic year. It is also a pleasure to extend the invitation to the spouses of colleagues, and I very much hope you will join us at the Plaza Inn, Main at 45th Street, Kansas City, Missouri, on September 29-October 1.

The spring faculty forum and the summer workshop sessions have been most helpful in giving retreat planners a sense of what the majority of the faculty wishes to consider at such events. We believe we have constructed a retreat program for the year that affords us excellent opportunities for grappling with top priority university concerns, this in a setting and at a time which are relaxing and conducive to low-pressured, highly-productive reflection.

As we have announced, the first retreat will focus on the concern that we, as a Christian liberal arts college, have to be responsive to changing career/employment opportunities, and simultaneously, to enhance our commitment to education for the total person. We are concerned to accomplish four goals at Retreat I: 1) to increase our knowledge of changing career opportunities; 2) to re-examine our identity/responsibility in relation to those changes; 3) to consider our present resources for and typical responses to educational/career planning; and 4) to find other resources and responses which may increase our effectiveness as career/educational planners.

We will offer a variety of inputs for you to choose from including common meetings for experientials or lectures, laboratories, and panel and group discussions. We hope the weekend will offer every individual some challenging and helpful insights into "Education With Concern for the Quality of Life and Work."

You will receive a finalized program before our departure. This letter is to invite you to attend and to ask your prompt cooperation in responding (on the enclosed card).

Please note that the retreat convenes at dinner, 6:30, Friday, September 29. We will again offer to reimburse you for some of your babysitting and travel expenses. (Car pools may need to be arranged because the university does not provide transportation for this retreat.)

We hope you will plan to join us that weekend, not only to consider together a matter of great concern to the university, but also to relax together after a very busy August and September.

Cordially,

Ms. Lora Reiter
Retreat Coordinator

January 6, 1972

MEMO TO: All Faculty and Others Concerned
FROM: Lora Reiter
RE: The Faculty Retreat at Wagoner, Oklahoma on February 25-27

This letter is to invite you to the third Faculty Retreat which will be held February 25-27 at the Western Hills Lodge, Sequoyah State Park, Wagoner, Oklahoma. The lodge is situated on a peninsula overlooking Lake Ft. Gibson southeast of Tulsa, nine miles east on SH 51 from Wagoner. The site is very pleasant and affords many possibilities for leisure time activities. If weather permits, tennis, shuffleboard, riding and golf are all immediately available.

The program for this retreat is designed to help us consider cultural diversity, with focus on the black portion of our community, in order to increase our awareness of mutual goals, of differences, potentials, problems and needs related to that diversity. The program attempts to elicit discussion by providing multiple experiences of black art, chiefly theater, and small group participation in examining attitudes and understandings, this with the help of consultants. This retreat is designed, we hope, to encourage relaxed and full participation by all.

Transportation to Wagoner will be provided, this time. We are leaving the driving to "them"! Chartered buses will take the place of private cars, unless, of course, you prefer driving. In either case, will you please indicate your preference on the enclosed card so that we may proceed with chartering the right-sized bus? Please note that because the university is providing transportation for everyone, reimbursement will not be available to individuals driving their own cars.

May I ask your cooperation in returning these cards promptly and with all the information asked for? This is a tremendous help as we finalize transportation and room arrangements. Advance thanks for your cooperation.

February 16, 1972

MEMO TO: Ottawa University Colleagues Attending Retreat III
FROM: Lora Reiter

The program of our retreat at Wagoner is now complete. This letter is to inform you of specific details which will be of interest to you and to introduce you to our special guests of that weekend, February 25-27.

You are receiving, along with this letter, a collection of plays, Black Quartet. Please be sure to bring this with you for use at the retreat.

You are also receiving a list of room assignments. If you want to locate particular persons at the lodge, you should check at the reception desk Friday night for individual's room numbers.

We are extremely pleased with the consultants who will be joining us this weekend. Since you will all have the opportunity to talk at length with them, let me, at this point, introduce them with the greatest economy. They are: Dr. David F. Dorsey, Jr., Professor of English at New York University; Ms. Janice Hall, Consultant for AMIDS [Area Manpower Institute for Development of Staff], Oklahoma City; Ms. Gertrude Noar, teacher, author, and consultant for ADL and NEA, New York City; Dr. James M. Rosser, Associate Vice Chancellor, University of Kansas.

In addition to these consultants, members of Black, Incorporated, a cultural arts organization from Oklahoma City, will exhibit original paintings and photographs and present the dramas on Saturday night. Music, books and films on black awareness will be available at random access.

The retreat format is as follows:

Friday, February 25

1:00 p.m.	Departure by bus from Ottawa University
7:00	Dinner, Seminole Room, Western Hills Lodge, Wagoner, Oklahoma
8:00	Small group readings of plays from Black Quartet, especially "The Gentleman Caller" (Bullins) and "Great Goodness of Life (A Coon Show)" (Jones). Discussions as generated within groups.

Saturday, February 26

8:00 a.m.	Breakfast
9:00 - 10:15	Group discussions
10:15 - 10:30	Coffee
10:30 - 12:00	Continued discussions and/or random access to multi-media presentations of black painting, photography, literature, music and films available at all times groups are not in session.

Saturday, February 26 (continued)

12:00	Lunch
1:30 - 2:30	Dr. David Dorsey - A consideration of Black Awareness in Black Art
2:30 - 4:00	Discussion
5:30	Punch
6:30	Dinner
8:00	*Black, Incorporated* presentation "The Gentleman Caller" Black Drummers "Claire's Ole Man"

Sunday, February 27

9:00 a.m.	Breakfast
	Gospel Sing
10:45	Departure

As you can see, this program is varied and offers many opportunities for individual participation. We have excellent materials and resource personnel. Altogether, I think the elements are present for us to have an absorbing, enjoyable weekend. I hope so, and I'm glad you are coming. If you have any questions or suggestions, please be sure to let me know.

To: Discussion leaders for Retreat III
From: Lora Reiter

As you know, our concern in Saturday's discussions is to address ourselves as freely as possible to black awareness, its meanings, its problems, especially for us as educators. With the materials we have, the immediacy of the subject, and the help of our consultants who will be in a position to observe and stimulate our discussion, we can anticipate, I think, some lively participation. Yet we do need to provide some skeletal support for the sessions and be prepared to prime the discussions should they falter. I'm very glad you've agreed to share this responsibility, and I hope the following thoughts and questions will be of some help to you as you do so.

They stem from my reading of "The Gentleman Caller" and "Great Goodness of Life" and my conversation about the plays with Kent and others. They are by no means intended to be prescriptive, and you may take your discussion in other directions. These are simply ideas and questions that occurred to me and that I thought might be provocative to us who tend not, I think, to consider the rage and militancy of blackness as very proximate to our lives. Please use them or discard them as you wish.

On "Gentleman Caller"

This is a play which most whites will find very unpleasant, perhaps shocking, probably not very funny at all although it is a comedy/satire. Yet Ed Bullins is one of the most popular - and best - contemporary black playwrights, and he seems to speak very well for a large black audience, helping them to create what Clayton Riley calls "the new/lost reality of [blacks] as architects of . . . [their] own . . . beauty . . . and . . . dreams." Violent, a little mad, using as subject repudiation of the life of oppression and servitude and confrontation of the oppressor and his myths, "The Gentleman Caller" is a menacing play which insists on the rising of the new black world at the expense of the old white. It's as uncompromising and undeviating as the bullet from Mamie's gun. And the gentleman caller's silence is a sign of his refusal to talk, to explain, to communicate further. The play signals revolution.

The implacable rage at the heart of this play seems to me its strongest feature and the black sentiment I suspect we're least capable of dealing with. We may understand criticism of Madame's attempts at seduction; we may understand the black man's desire to emasculate The Man (Uncle Sam - white America); we may even accept, as a literary metaphor, the genocide advocated in the play in retaliation for the centuries of oppression which have seen the white man making trophies of other races. But are we capable of understanding this emotion as really directed against us, personally and individually? as something other than a metaphor?

If we feel it in the plays, do we dismiss it as rhetoric? as art work? Or is it something we know as real? Does it speak to us in our experience of blacks, or do we consider it as a creation of the stage?

Another way to ask this is - Is this an emotion that we see as part of black consciousness? Or is it an emotion that we think militant factions among blacks are trying to *make* part of black consciousness?

Is it possible that we cannot believe, like Madame, that we can be objects like "The Man"? Or is it true that we are not exposed to this sentiment, that it is not part of the emotional complex ~~of~~ our black students and acquaintances? Or do we avoid it, with role-playing? self-deception? flattery? Is it something we are prepared to deal with? Is it a question we *can* face in the classroom? How do we handle our own reactions? Is there anything a white *can* do *vis-a-vis* this kind of militancy?

Are we aware of using escape valves or clauses [stereotyped roles or notions, evasive action] to avoid confronting these feelings? Why? to preserve classroom decorum? Fear?

Are we aware of blacks playing roles - and forcing us to play roles, too? How have we accounted for this? How have we handled it?

Have we consciously treated blacks differently than whites - academically? in terms of discipline? *Why*?

What is our responsibility to ourselves and our black students if they direct anger toward us, an anger which we do not believe is merited but which is very real to them?

How do we, in positions of guidance and authority, handle a perception and behavior complex which we may personally find unjustified and offensive?

on "Great Goodness of Life"

This play, too, is a strong, bitter one which seems to me to address factions within black ranks - "Uncle Toms," so-called -- who have joined the establishment in "respectable" jobs, but without gaining the approval or acceptance once believed to accompany such positions. Royal has abandoned his people, denied his sons, sacrificed his spirit and his inheritance in a reversal "incarnation" which he falsely believes will gain him position -- "forgiveness" for being black, as it were. A Kafkaesque, omniscient, scornful judge condemns him to this action, and he accepts the judgment, betraying himself and his race in so doing. He ends, a pathetic, uninteresting figure.

The play raises predictable questions about the bourgeois black's place in society -- repudiating the black, scorned by the white - and ultimately, perhaps, about the ability of blacks and whites to participate in one system of justice. Freedom, guilt and justice appear to have different meanings. The Christian religion's message of sacrifice, meekness, and reward in heaven is rejected. Royal is in "heaven" through a process of terror, repudiation, "self-mutilation," murder and betrayal - and by ignoring the chains on brother slaves and the responsibility for them.

Ultimately the play seems to be saying that Black Babbitts are doubly unspeakable because they commit genocide among their brothers for a lot of meaningless values and white acceptance that never comes. The "quality of their survival" is very poor, indeed.

This play, like "Warning for Linda," shows black consciousness of black, almost without reference to white. The white oppressor society is present, of course, but the play is not one of rhetoric against the system. It is, rather, "intraracial."

This is most interesting for me. More and more I am gaining a sense of blacks as blacks -- without placing them in relation to whites, and it occurs to me that this is precisely what blacks want and need. As a black student recently remarked, one white stereotyped notion is that blacks have no life at all apart from their preoccupations with the problems of race. I think she might have said that this is a black cliche, too, and a pervasive one because it has had so much validity in the past.

Black subservience and white mastery were predicated on constant awareness of these positions. Racism has always been the prime ingredient in any thoughts about blacks and whites.

Can we, in fact, conceive of blackness beyond racism? Can we consider black awareness intraracially?

How can we, as educators, encourage intraracial consciousness without advocating, as some of us cannot, revolution or even segregation? How can we be sympathetic to the needs and demands of the young black to be black and free, when his movement toward blackness and freedom is predicated on the hatreds evidenced in these plays?

How many of our students suffer from the conflict Royal goes through? Are we aware of any such problems?

How much of these plays is rhetoric, how much reality, for us?

What does black awareness mean to us? Are we sick and tired of it? Concerned? What is our sentiment at present?

Do we have any consciousness of ourselves as white in relation to black students -- not necessarily in the roles of the sexually insecure, guilt ridden, condescending, etc. - but in ways special to us as teachers, educators? Are there problems? Do we see these as social, psychological or academic? How do we handle them? What does the procedure reveal about us and our attitudes?

I hope some of these jottings will be of help to you in thinking about the discussions.

FORUMS

General Information

Eight faculty forums were also held during the two-year period of the grant. They alternated with retreats so that one or the other occurred each month, with the exception of January, our Winter Term.

The forums were conceived as occasions when faculty would assemble to share something of interest to them in a relaxed, informal setting. Typically, the forums were built around dinners served on campus, followed by lecture and/or discussion. Areas of interest and guests to appear before the faculty were selected by an ad hoc committee composed of faculty from different disciplines. Suggestions for forums were, obviously diverse; the events scheduled included an address by President Armacost; an analysis of the China visit by Wynberg Chai; a discussion of the urban church by Reverend Bill Jones; a faculty potpourri to suggest priority concerns; an analysis of the presidential campaign by Dr. William Roy; a look at professionalism in athletics by Tom Meschery; a consideration of environmental psychology by Dr. Paul Gump; and a visit with New Theater playwright, Jean-Claude van Itallie.

Summary

Again, by their design, the forums provided good opportunities for faculty exchange and growth. The forums were, of course, much less elaborate than the retreats, and the kind of participation permitted by most of them (discussion rather than faculty preparation and presentation) may not have encouraged the kind of individual involvement other formats would have. At the same time, however, some enthusiasm for small group faculty exchanges has been generated, and at least three different groups have plans for meetings to permit faculty to share their research, work, and mutual interests. These include a series of colloquia in relation to our honors program, faculty play readings, and the public reading of faculty and student writing.

The openness and mutuality of these undertakings is, in some respects, an outgrowth of the conversations and collegiality fostered by our forums.

Conclusion

In retrospect, one can see possibilities within the retreat/forum series which might have been exploited. It would have been possible to structure all eight as an integrated, sequential program, for instance, or it would have been possible to incorporate into the work sessions tasks of immediate concern to various sub-groups. But we conceived of the retreats and forums as being primarily important as builders of community, as times for extending and securing our sense of common purpose both within the university and within the larger community. We sought to keep that purpose clear, and to direct ourselves toward it through materials, questions and ideas that had immediate significance to us, rather than through a more long-range, sequential pattern. And we sought to keep these occasions free from splinter demands or individual/committee/small group responsibilities that would blur our focus. Though some of the more task-oriented among us did not immediately agree with this reading of priorities, overt criticism of the series was scattered and relatively infrequent. In time, the majority of participants seemed to relax within the programs and with one another; there was a high degree of mutuality both in program responsibilities and leisure time activities and conversations, slowly but surely building toward the overall objective of both retreats and forums.

A secondary but quite important result of programs and of program planning is a log of possible problems, ideas, activities, resources and consultants which we can draw on as we continue to explore and revise this type of activity in conjunction with implementing our program.

October 28, 1971

MEMO TO: Faculty and others concerned

FROM: Keith Shumway

RE: Faculty Forum, Tuesday evening, November 2 and Retreat II, November 19-21

President Armacost will present the Ottawa University "game plan" and 10-year projection as the basis for discussion at our dinner-forum, Tuesday, November 2. The meal will be served at 6 P.M., upstairs in the Union. The meeting is not a business session, and will adjourn promptly at 8:30 p.m. If you cannot attend, please phone Rosi Reisig, ext. 211, so we can get an accurate serving count.

Retreat II will have the same general time pattern as Retreat I. The location is the Downtown Ramada Inn in Topeka, at 6th and I-70. Our focus is upon our Christian heritage and its significance for us as a liberal arts college using our Hewitt Visiting Professor of the Humanities as a resource leader. We will use double occupancy rooms, so some identification of roommates and car pools will be in order. These matters will be approached in a few days.

FACULTY DEVELOPMENT WORKSHOP OBJECTIVES

August 7 - 25, 1972

Appendix B

THE OBJECTIVES OF THE FACULTY DEVELOPMENT WORKSHOP ARE:

I. TO INCREASE PARTICIPANTS' KNOWLEDGE IN THE FOLLOWING AREAS --

A. The Primary Educational Objectives of Ottawa University;

B. The philosophy, policies, and procedures of faculty professional development planning;

C. The policies and techniques for providing effective guidance for student independent studies;

D. The nature and methods of educational program evaluation;

E. The techniques for assisting students in educational planning;

F. The techniques for establishing Primary Advisory Committees and assisting them;

G. The problems facing future generations if present trends toward growth in the world are not restricted or modified;

H. Current content approaches and techniques used in freshman, sophomore, and senior core seminars.

II. TO PROVIDE PARTICIPANTS WITH SKILL DEVELOPMENT EXPERIENCES IN THE FOLLOWING AREAS --

A. The use of media in teaching, e.g. films, audio materials, overhead transparencies, drama, art, music, and video;

B. The techniques available for individualizing instruction in learning groups of all sizes;

C. The approaches available for assisting students in improving their writing and communication skills in all classes;

D. The strategies available to seminar leaders for guiding the group toward desired educational objectives;

E. The techniques available for incorporating "experience-oriented" learning activities into the traditional classroom setting in order to encourage learners to become active rather than passive;

F. The basic skills of leading discussions in ways that stimulate interest and learning;

G. The techniques for evaluating student progress toward learning objectives in ways that facilitate learning and motivate students;

H. The methods of collaborating to create team-teaching approaches to interdisciplinary courses;

I. Techniques for working with students who cannot keep pace with the class and require remedial instruction;

J. The techniques and skills involved in effective interpersonal communication between instructor and students.

III. TO PROVIDE OPPORTUNITIES FOR INDIVIDUALS TO PURSUE RESEARCH AND STUDY PROJECTS OF VITAL INTEREST TO THEM THROUGH --

A. Independent projects;

B. Small group projects;

C. Departmental projects;

D. Divisional projects;

E. Special interest group projects, e.g., freshman core tutors' projects, counselors' projects, etc.

SCHEDULE OF TEACHING METHODS LABS

Second Week, August 14-18

Monday

- Using Films in Teaching, I
- Individualizing Instruction, I
- Improving Writing Skills, I
- Improving Seminar Performance, I

Tuesday

- Using Films in Teaching, II
- Individualizing Instruction, II
- Improving Writing Skills, II
- Improving Seminar Performance, II

Thursday

- Using Audio Materials
- Improving Seminar Performance, I
- Evaluating Student Progress, I
- Effective Discussion Leadership, I

Friday

- Using Overhead Transparencies
- Improving Seminar Performance, II
- Evaluating Student Progress, II
- Effective Discussion Leadership, II

Third Week, August 21-25

Monday

- Using Drama in Teaching
- Effective Team-Teaching I
- Individualizing Instruction, I
- Assisting "Below Average," I

Tuesday

- Using Art in Teaching
- Effective Team-Teaching, II
- Individualizing Instruction, II
- Assisting "Below Average," II

Thursday

- Using Video in Teaching
- Open Discussion-Random Topics, I
- Experience-Oriented Activity, I
- Evaluating Student Progress, I

Friday

- Using Music in Teaching
- Open Discussion-Random Topics, II
- Experience-Oriented Activity, II
- Evaluating Student Progress, II

AGENDA

August 7-11, 1972

Monday, August 7

8:00 a.m.	Opening Session of 1972 Faculty Development Workshop Haigh Room, University Union Introductions and Orientation Presentation by President Peter H. Armacost "A Strategy for Professional Development"
9:30 a.m.	Coffee Break, University Union Lobby, First Floor
9:45 a.m.	Presentation by Dean Ralph C. Atkinson, Jr. "Designing a Professional Development Strategy for 1972-73"
10:30 a.m.	Individual planning and/or planning conferences
12:00	Lunch Break
1:00 p.m.	Workshop: "Improving Interpersonal Communication Skills" Director, Dr. R. Allan Spanjer, Portland State University Co-Trainers: Dr. Robert W. Buchanan, Mr. Clifford E. Burke, Dr. Gary W. Collins, and Dr. Leonard L. Meyers
2:30 p.m.	Coffee Break, University Union Lobby, First Floor
2:45 p.m.	Workshop: "Improving Interpersonal Communication Skills" Continued
5:00 p.m.	Adjourn

Tuesday, August 8 - Friday, August 11

8:00 a.m.	Workshop: "Improving Interpersonal Communication Skills" Continued
9:30 a.m.	Coffee Break, University Union, First Floor
9:45 a.m.	Workshop: "Improving Interpersonal Communication Skills" Continued
12:00	Lunch Break
1:00 p.m.	Workshop: "Improving Interpersonal Communication Skills" Continued
2:30 p.m.	Coffee Break, University Union, First Floor
2:45 p.m.	Workshop: "Improving Interpersonal Communication Skills" Continued
5:00 p.m.	Adjourn

August 14-18, 1972

Monday, August 14

8:00 a.m. Forum Session -- Haigh Room
Presentation by Dean Ralph C. Atkinson, Jr.
"Making Independent Study More Effective"

Panel Reactions and Response

Discussion

9:30 a.m. Coffee Break, University Union, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

A. Using Films Effectively in Instruction - Session I
Mr. Neil S. Harris, Gold Room

B. Individualizing Instruction - Session I
Mr. Keith C. Shumway, A306

C. Improving Students' Writing Skills - Session I
Ms. Lora Reiter, A301A

D. Improving Seminar Performance - Session I
Dr. Justo A. Diaz, Library Conference Room

12:00 Lunch Break

1:00 p.m. Special Interest Sessions

Freshman Core Tutors, Mr. Neil S. Harris, Green Room

Sophomore Core Tutors, Mr. Hal D. Germer, A306

Senior Core Tutors, Dr. Justo A. Diaz, A301A

Departmental Sessions, To Be Announced

Divisional Sessions, To Be Announced

Small Group Projects

Independent Projects

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Special Interest Sessions Continued

5:00 p.m. Adjourn

Tuesday, August 15

8:00 a.m. Forum Session -- Haigh Room
Presentation by Dr. Justo A. Diaz
"The Limits to Growth: Comments on the Predicament of Mankind"

Discussion

9:30 a.m. Coffee Break, University Union Lobby, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

A. Using Films Effectively in Instruction - Session II
Mr. Neil S. Harris, Gold Room

Tuesday, August 15 continued

9:45 a.m. Teaching Methods Laboratories (continued)

B. Individualizing Instruction - Session II
Mr. Keith C. Shumway, A306

C. Improving Students' Writing Skills - Session II
Ms. Lora Reiter, A301A

D. Improving Seminar Performance - Session II
Dr. Justo A. Diaz, Library Conference Room

12:00 Lunch Break

1:00 p.m. Special Interest Sessions (Same as Monday, August 14)

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Special Interest Sessions Continued

5:00 p.m. Adjourn

Wednesday, August 16

8:00 a.m. Program time to be scheduled by participants for working independently or in groups on various projects, special interest activities, etc. Participants are expected to work on campus unless project requirements call for field work off-campus. Time segment 8:00 a.m. - 12:00 noon.

9:30 a.m. Coffee Break, University Union Lobby, First Floor

12:00 Lunch Break

1:00 p.m. Program time continued for independent study or group projects

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Three simultaneous report groups for sharing information and ideas produced in independent projects, group projects, and other workshop activities. Topics for each group will be announced.

Group 1 - Haigh Room
Group 2 - Green Room
Group 3 - Gold Room

4:45 p.m. Adjourn

Thursday, August 17

8:00 a.m. Forum Session -- Haigh Room
Presentation
"The Evaluation of Program Effectiveness"

Discussion

9:30 a.m. Coffee Break, University Union Lobby, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

A. Using Audio Materials in Instruction
Dr. Ronald A. Averyt, Gold Room

Thursday, August 17 continued

9:45 a.m. Teaching Methods Laboratories (continued)

- B. Improving Seminar Performance - Session I
  Dr. Justo A. Diaz, Library Conference Room
- C. Evaluating Student Progress - Session I
  Mr. Hal D. Germer, A306
- D. Effective Discussion Leadership - Session I
  Ms. Quincalee Striegel, A301A

12:00 Lunch Break

1:00 p.m. Special Interest Sessions (Same as Monday, August 14)

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Special Interest Sessions Continued

5:00 p.m. Adjourn

Friday, August 18

8:00 a.m. Forum Session -- Haigh Room
Presentation by Dr. Joseph Engleberg, University of Kentucky
"The Limits to Growth: Alternatives Facing the Class of 1973"

Discussion

9:30 a.m. Coffee Break, University Union Lobby, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

- A. Using Overhead Transparencies in Instruction
  Dr. Ralph C. Atkinson, Gold Room
- B. Improving Seminar Performance - Session II
  Dr. Justo A. Diaz, Library Conference Room
- C. Evaluating Student Progress - Session II
  Mr. Hal D. Germer, A306
- D. Effective Discussion Leadership - Session II
  Ms. Quincalee Striegel, A301A

12:00 Lunch Break

1:00 p.m. Program time for independent study or group projects

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Three simultaneous report groups for sharing information and ideas produced in independent projects, group projects, and other workshop activities. Topics for each group will be announced.

Group 1 - Haigh Room
Group 2 - Green Room
Group 3 - Gold Room

4:45 p.m. Adjourn

August 21-25, 1972

Monday, August 21

8:00 a.m. Forum Session -- Haigh Room
Presentation by Panel: Ms. Annabelle Pence, Dr. Larry Routh, Dr. Martin J. Meade
"Helping Students Develop Educational Plans"

Discussion

9:30 a.m. Coffee Break, University Union Lobby, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

A. Using Drama as a Teaching Medium
Mr. Kent Mayfield, Gold Room

B. Effective Team-Teaching - Session I
Dr. Mercile Lee, Mr. Hal Germer, A306

C. Individualizing Instruction - Session I
Mr. Keith C. Shumway, A301A

D. Assisting the "Below Average" Student - Session I
Dr. Lawrence H. Shepoiser, A311A

12:00 Lunch Break

1:00 p.m. Special Interest Sessions

Freshman Core Tutors, Mr. Neil S. Harris, Green Room

Sophomore Core Tutors, Mr. Hal D. Germer, A306

Senior Core Tutors, Dr. Justo A. Diaz, A301A

Departmental Sessions, To Be Announced

Divisional Sessions, To Be Announced

Small Group Projects

Independent Projects

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Special Interest Sessions Continued

5:00 p.m. Adjourn

Tuesday, August 22

8:00 a.m. Forum Session -- Haigh Room
Presentation
"The Limits of Growth"

Discussion

9:30 a.m. Coffee Break, University Union Lobby, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

A. Using Art as a Teaching Medium
Mr. Joe M. Hutchinson, Gold Room

Tuesday, August 22 continued

9:45 a.m. Teaching Methods Laboratories (continued)

B. Effective Team-Teaching - Session II
Dr. Mercile Lee, Mr. Hal D. Germer, A306

C. Individualizing Instruction - Session II
Mr. Keith C. Shumway, A301A

D. Assisting the "Below Average" Student - Session II
Dr. Lawrence H. Shepoiser, A311A

12:00 Lunch Break

1:00 p.m. Special Interest Sessions (Same as Monday, August 21)

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Special Interest Sessions Continued

5:00 p.m. Adjourn

Wednesday, August 23

8:00 a.m. Program time to be scheduled by participants for working independently or in groups on various projects, special interest activities, etc. Participants are expected to work on campus unless project requirements call for field work off-campus. Time segment 8:00 a.m. - 12:00 noon.

9:30 a.m. Coffee Break, University Union Lobby, First Floor

12:00 Lunch Break

1:00 p.m. Program time continued for independent study or group projects

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Three simultaneous report groups for sharing information and ideas produced in independent projects, group projects, and other workshop activities. Topics for each group will be announced.

Group 1 - Haigh Room
Group 2 - Green Room
Group 3 - Gold Room

4:45 p.m. Adjourn

Thursday, August 24

8:00 a.m. Forum Session -- Haigh Room
Presentation by President Peter H. Armacost
"Establishing Primary Advisory Committees"

Discussion

9:30 a.m. Coffee Break, University Union Lobby, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

A. Using Videotapes Effectively in Teaching
Dr. Ralph C. Atkinson, Jr., Gold Room

Thursday, August 24 continued

9:45 a.m. Teaching Methods Laboratories (continued)

- B. Open Discussion on Random Topics - Session I
  Dr. Tom B. Lewis, A306
- C. Using Experience-Oriented Activities in Teaching - Session I
  Mr. Kent Mayfield, A301A
- D. Evaluating Student Progress - Session I
  Mr. Hal D. Germer, A311A

12:00 Lunch Break

1:00 p.m. Special Interest Sessions (Same as Monday, August 21)

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Special Interest Sessions Continued

5:00 p.m. Adjourn

Friday, August 25

8:00 a.m. Forum Session -- Haigh Room
Presentation by Dr. Martin Kreiger, University of California
"The Limits to Growth"

Discussion

9:30 a.m. Coffee Break, University Union Lobby, First Floor

9:45 a.m. Teaching Methods Laboratories (Select One)

- A. Using Music Effectively in Teaching
  Ms. Joyce Ann Stuermer, Gold Room
- B. Open Discussion on Random Topics - Session II
  Dr. Tom B. Lewis, A306
- C. Using Experience-Oriented Activities in Teaching - Session II
  Mr. Kent Mayfield, A301A
- D. Evaluating Student Progress - Session II
  Mr. Hal D. Germer, A311A

12:00 Lunch Break

1:00 p.m. Program time for independent study or group projects

2:30 p.m. Coffee Break, University Union Lobby, First Floor

2:45 p.m. Three simultaneous report groups for sharing information and ideas produced in independent projects, group projects, and other workshop activities. Topics for each group will be announced.

Group 1 - Haigh Room
Group 2 - Green Room
Group 3 - Gold Room

4:45 p.m. Adjourn

WORKSHEETS FOR PROFESSIONAL DEVELOPMENT
PLANNING AND EVALUATION
1972-1973

Instructions

This set of worksheets has been designed by the Office of the Dean of the College to assist faculty members in developing plans for the professional development activities they will participate in during the 1972-1973 academic year.

The planning procedures suggested in these worksheets are not required. Participation in these procedures is voluntary. It is hoped that many faculty members, however, will elect to test the procedures and worksheets by using them to develop professional development plans for the coming year. The evaluative feedback from these participants will enable faculty committees and academic administrators to assess the desirability and feasibility of the professional development contract concept.

Basically, the professional development contract concept involves the initiative of the individual faculty member in evaluating his interests, strengths, weaknesses, and commitments as a teacher. From these self-evaluations, the faculty member develops goals for his own professional development during a given period of time, i.e. a contract period. He recommends criteria for evaluating performance toward these goals and the developmental activities in which he proposes to engage during the contract period. He negotiates these recommendations with his supervisor(s) and reaches a mutually acceptable position with regard to his proposed plan. This plan then serves as his commitment to the institution and as the institution's commitment to him for the contract period. Future evaluations are based on mutual evaluation between the faculty member and his supervisor(s) regarding his performance of the activities agreed upon and the goals previously agreed upon.

The procedures in these worksheets provide a simulation of many of the characteristics of the professional development contract concept. The main difference in this simulation is the substitution of a fellow faculty member, a "colleague-advisor," chosen by the faculty member himself to serve the role ordinarily to be played by the supervisor(s). The plans and evaluations developed in this simulation will not be submitted to supervisor(s), e.g. department chairmen, division chairmen, the Dean of the College, or the President. They will remain the sole property of the faculty member who does the planning.

Colleague-advisors will be requested to keep confidential all information pertaining to their colleague-advisee's plans. At various times during the year, faculty members participating in the simulation will be asked to share their personal opinions as to how the procedures and processes are working and to make their recommendations concerning the concept.

Each faculty member participating in the planning simulation will be asked to complete five basic steps:

(1) to select a colleague-advisor from his fellow faculty members or from other persons available on or off-campus;

(2) to consult with the colleague-advisor regarding the faculty member's plans for professional development in 1972-1973;

(3) to develop a comprehensive plan for professional development for 1972-1973;

(4) to implement the plan during the 1972-1973 academic year; and

(5) to evaluate his performance of the plan with the assistance of the colleague-advisor.

The following sections offer suggestions for completing each of the steps outlined above.

(1) SELECTING A COLLEAGUE-ADVISOR. The colleague-advisor may be chosen from the Ottawa faculty roster, from other personnel at Ottawa, or from persons in the field of higher education not employed by Ottawa. The colleague-advisor relationship does not have to be a reciprocal advising relationship, i.e. one individual may serve as colleague-advisor to more than one faculty member. Possible criteria one could consider in selecting a colleague-advisor: (a) special knowledge of a given field; (b) prior training or experience in a certain field or area; (c) similar interests in specific problems; (d) commonality of teaching interests due to course assignments; (3) similar goals for professional development; or (f) compatibility of approaches to the educational process. Each faculty member is responsible for selecting and enlisting his own colleague-advisor.

(2) CONSULTING THE COLLEAGUE-ADVISOR. The faculty member has before him the difficult task of evaluating his strengths and weaknesses, of selecting priority goals for development, and of planning activities that will enable him to reach his goals. To aid him in this endeavor, the colleague-advisor must perform his role of consultant effectively. The effectiveness of his help

will hinge largely upon his abilities to listen creatively to the ideas of the faculty member and to suggest options or approaches that the faculty member may be able to use.

The relationship between the colleague-advisor and the faculty member should be characterized by trust and openness. The evaluations shared by the faculty member must be held in confidence by the colleague-advisor. In no instance will the colleague-advisor be called upon by any academic supervisor to disclose any information shared between him and his faculty advisee.

It is expected that the colleague-advisor will learn as much as the advisee from the experience. The sharing of interests and evaluations of professional performance between colleagues should strengthen the supportive relationships within the faculty.

The sequential steps outlined in the professional development planning worksheets may serve as a logical approach to organizing the discussions between colleague-advisor and his advisee. For example, the discussions could begin with an exploration of the interests, strengths, and weaknesses in the areas of professional teaching performance perceived by the faculty member. From that point, the interview could be directed toward the selection of priority areas to receive attention in 1972-1973. Goal-setting and the planning of various professional development activities for the coming year are logical next steps.

(3) DEVELOP A COMPREHENSIVE PLAN. The faculty member is responsible for developing his own plan for faculty development during the 1972-1973 academic year. These worksheets are designed to lead the planner sequentially through a planning process.

After goals have been determined, the planner must select activities in which he can engage in the Faculty Workshop and throughout the coming year to achieve his goals. Detailed schedules of the Workshop activities are included in the Participant's Notebook for the Workshop. Projected plans for Faculty Retreats and for Faculty Forums during 1972-1973 are included in the introductory materials in the Participant's Notebook. Other potentially useful activities could include special research projects, correspondence courses, faculty-led special interest seminars during the year, professional association meetings, short-courses and workshops sponsored by other institutions and agencies, graduate courses, travel, curriculum development projects, creative projects in the arts or other fields, a series of telephone conferences with national experts in a given field or discipline, reading programs, and volunteer service projects of various kinds.

The essential criterion for evaluating the proposed activities should be their potential for helping the faculty member reach his high priority goals. It may not be possible for a faculty planner to include all of the activities offered, e.g. retreats, forums, etc., in his activities plan. He should make the determination as to which activities are included on the basis of the goals he has set. The colleague-advisor may be helpful in assisting the faculty member in evaluating the adequacy of his activities plan.

(4) IMPLEMENT THE PLAN. The Faculty Development Workshop will offer the initial opportunities for implementing the professional development plan. The Workshop includes (1) some activities that are required of all participants, (2) some elective activities, and (3) some highly taks-oriented activities, e.g. sessions for senior core tutors, etc. Along with these three types of activities, there will be opportunity for many faculty members to pursue independent or small group projects that especially interest them. For example, one individual or a group of individuals may wish to work together to develop plans to increase library utilization or another may wish to explore the ways in which residence hall life could be made more supportive of educational objectives.

The Interpersonal Communication Skills Workshop is required for all participants. During the second and third weeks of the Workshop, the Forum sessions to be conducted four days each week from 8:00 a.m. until 9:30 a.m. are required also. The Teaching Methods Laboratories provide a wide range of options for selection. The afternoons are devoted largely to activities related to teaching assignments, e.g. freshman core tutors, etc.

Implementation of the plan will continue throughout the academic year with retreats, forums, and many other activities offered as possible choices.

(5) EVALUATING PERFORMANCE. At a convenient time during Session IV, 1973, the faculty member and his colleague-advisor should meet to review together the performance of the faculty member in working toward his professional development goals. From this evaluative interview should come some conclusions as to the effectiveness of the original plan and the feasibility of this approach to professional development.

WORKSHEETS FOR PROFESSIONAL DEVELOPMENT
PLANNING AND EVALUATION
1972-1973

Participant ____

Colleague-Advisor ____

I. Evaluation of Participant's Interests and Needs

A. Indicate Areas of Special Interest in Teaching

1.

2.

3.

4.

5.

B. Indicate Areas in Which More Information is Needed About Teaching

1.

2.

3.

4.

5.

C. Indicate Areas in Which Additional Skills are Needed in Teaching

1.

2.

3.

C. (continued)

4.

5.

II. Participant's Professional Development Goals for 1972-1973

A. Indicate Goals for Increasing Knowledge or Information

1.

2.

3.

4.

5.

B. Indicate Goals for Improving Skills

1.

2.

3.

4.

5.

III. ACTIVITIES PLANS TO ACHIEVE GOALS FOR 1972-73

STATE GOAL	WORKSHOP ACTIVITIES	DATE	ACADEMIC YEAR ACTIVITIES	DATE

IV. Criteria by Which Performance Will be Evaluated at Completion of Year For Each Goal

STATE GOAL	DESCRIBE CRITERIA FOR EACH GOAL

INVENTORY OF TEACHING STYLES

Appendix C

A major task of an institution like Ottawa University is to provide encouragement and support to faculty for continued assessment and development of teaching styles. During the academic year '72-'73, the Office of Research and Planning moved to both catalog the variety of styles in existence on campus and also to assess the evolution of new approaches in the context of the Core or general education program. A taxonomy of teaching styles was developed and faculty members representing each style were interviewed in-depth on a variety of issues relating to their particular style. (See attached interview schedule.) At the same time detailed student evaluations of the Core seminars were developed and fed back to each of the tutors. From these explorations in inventorying and evaluating then, a picture of the state of teaching methodology at Ottawa began to emerge.

General Comments

It appears obvious that at Ottawa "teaching" exists in an environment supportive of its development and differentiation. In fact, for many faculty the Core program seems to exert a "press" toward at least re-examination of teaching methodology and perhaps adaptation to meet the particular demands of this program. In the first place, general education at Ottawa is conducted in a small group setting in which the professor finds it imperative to deal with subject matter and methodology beyond his discipline. At the same time, he must quickly develop strategies for dealing with the group dynamics of students of widely varying abilities who are being confronted with relatively abstract ideas. Since the majority of Ottawa faculty cycle through this program and many are engaged concurrently, there is an ongoing exchange of techniques, strategies, and results both formally and informally throughout each session.

Although problems continue to exist, the results of the extensive evaluation of the Core program indicate that the majority of the Core tutors have a good sense of what I shall call "group development" in the Core seminars and that their efforts, in general, are achieving the desired results. At the same time, funding provided by the N.E.H. grant has provided a number of settings and opportunities (such as retreats and faculty workshops) where the gains occurring in the Core seminars can be consolidated. Finally, there appears to be a genuine support for good teaching both among peers and at various levels of the administration, and, as a consequence, many faculty feel encouraged to transfer their newly found teaching experimentation from Core back to courses in their own area of expertise.

There are two sides to most issues and this is certainly the case in the consideration of teaching at Ottawa. Even though the environment at Ottawa University seems extremely supportive of a focus upon teaching, there are also constraints to be found. For example, the demands placed upon the Ottawa faculty in the transition to the new program combined with the sense of acceleration inherent in the seven week terms have generated what might be called a "fatigue factor". A perception of this sort, real or imagined, can serve to retard all areas of program development including teaching improvement. While this "fatigue factor" has not yet damaged the progress made to date, it is a factor which must be considered in future academic planning.

Beyond the evaluation efforts directed at the Core programs and scattered personal evaluation created and administered by individual faculty, there is no systematic student evaluation of teaching at Ottawa University. Discussions of this issue have been abortive to date, although a student initiated proposal for faculty evaluation is now before the academic council. Nevertheless, general improvement of teaching will no doubt be retarded unless there is a more even method of feeding back student perceived results of teaching.

Another weakness in the Ottawa system lies in the area of media support. On one hand, the basic elements of an adequate media-instructional system are available and have been utilized well by the faculty. On the other, the institution has lacked both a focal person to encourage creative use of the media and a capacity to produce necessary learning materials. (Fortunately, this deficiency will soon be corrected through a grant from the Fund for the Improvement of Post Secondary Education.)

We have spoken already of the impact which we perceive the Core seminar program to be having on teaching styles in general. There is, however, another facet of the Ottawa program which appears to be raising teaching methodological questions among a number of the faculty. The fact that the University has committed itself to a contract curriculum which features a student designed depth-study adds new educational dimensions to the academic advising process.

In fact, the tasks and the goals which the University has set for academic advising presuppose the evolution of a new style of student-faculty relationships. It is not a counselling role in the traditional sense of that term and also not a roadmapping or channeling function. Rather, it is designed to be a new teaching style concerned with bringing about within the student the self-examination of personal strengths and weaknesses, the development of tentative life goals and purposes and the planning of one's educational goals in this context. Fortunately, the teaching resources available at Ottawa plus the ambience of cooperation have allowed us to begin to flesh out a set of norms for this function. Insights come from a variety of settings and styles including vocational and psychological counselling, socratic dialogue, value clarification and even, in some cases, "group development".

A similar set of problems confront the tutor assigned to the Core program. Not only must he or she be able to involve a wide variety of learners in dealing with abstract subject matter, but this must also be done in the context of a healthy group process. This "group development" as it will be called represents one of the more difficult teaching problems to confront the institution. Again, tutors are fortunate to be able to call upon a variety of teaching styles. Both socratic dialogue and the Great Books Discussion method are represented among the faculty. A number of instructors are skilled in group dynamics and the faculty has had psychologists available for purposes of debriefing. Simulation and other forms of experiential learning have also found their way into the Core seminars and hence back to other courses in the institution.

The problems that remain revolve around the questions of structure and of evaluation. Tutors continually are confronted with the problem of establishing a supportive relationship with a student while at the same time setting and supporting high expectations for the student's academic performance. The faculty's position is complicated in that it must weave an evaluative role into a "trust" relationship. Perhaps, however, the most difficult "teaching" problem here involves individualizing the work to the extent that each student finds it meaningful. Finally, many of the faculty at Ottawa are becoming conscious of the existence of learning styles[1] at work in various teaching-learning settings. The awareness of these cognitive orientations compliment an understanding of traditional measures of academic achievement and thus add a new and complication factor to the teaching-learning process.

A Taxonomy of Teaching Styles

In order to develop a more coherent understanding of the resources for teaching which are available on the Ottawa campus, we have created a taxonomy of teaching styles extant at the institution. The following classification system, then, deals with a number of elements of styles and also with the settings in which these styles might be employed.

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[1] See, for example, William G. Perry, Forms of Intellectual and Ethical Development in the College Years: A Scheme, New York: Holt, Rinehard, Winston, 1968.

Taxonomy of Teaching Styles at Ottawa University

I. (Setting) Large Class (20 and above)
   A. Lecture
   B. Lecture-discussion
   C. "Differentiation" Combining group work, lecture, discussion, tutorial and self-instructional exercises which has the consequence of individualizing the course in terms of the needs of specific students. (Lora Reiter, Literature)
   D. Modularization for self instruction - breaking a course down into self-instructional components with the professor acting as primarily a resource person. (James Hennager, Sociology)

II. (Setting) Group
   A. Socratic Dialogue (Harold Germer, Religion)
   B. Great books discussion method (Mike Fowler, Psychology; Don Nease, German)
   C. "Group development" - creating a group process which will eanble a diverse group of students to deal as a group with complex and abstract ideas. (Joyce Stuermer, Music; Cliff Burke, Psychology)
   D. Resource person and critic - a role or style which has had to be developed for senior core projects in which a group of students representing a variety of interests attempt to solve a common problem. (Mike Sancho, Chemistry)
   E. Micro-Lab or process group - (Ruth Hummel, Psychology; Bill Ballinger, Psychology)
   F. Engagement of subject matter through drama (Stephen Biddle, Drama)

III. (Setting) Individual
   A. Socratic dialogue (Harold Germer, Religion)
   B. Vocational counselling - a teaching style in which students are first asked to delineate their own goals, strengths and weaknesses as opposed to "locking into" a premature career choice. (Bence Williams, Psychology)
   C. Psychological counselling - (Bill Ballinger, Psychology)
   D. Individual educational planning - the planning of a student's college experience in the context of his or her goals, aspirations, strengths, weaknesses, etc. (Neil Harris, Literature)
   E. Art studios - (Joe Hutchinson, Art; Carl Bobbish, Music)
   F. Guidance for individual physical activity courses - (Bill Boucek, Physical Education; Evelyn Kinney, Physical Education)

IV. (Setting) Experiential

A. Direct pre-professional experience (Example: student teaching) (Fred Zook, Education)

B. Indirect pre-professional experience - (Example: for students whose depth study is in business or in economics, an internship in banking.) (Wayne Angell, Economics; Bob Buchanan, History, Cooperative Education)

C. Experiential - General Educational - In this setting, experiential learning is hoped to supplement Ottawa's general education program rather than any set of preprofessional designs. (Keith Shumway, History and Cross Cultural Education)

D. Simulation - (James Billick, Political Science)

E. Science laboratory - (Justo Diaz, Physics)

Summary

Ottawa University with an F.T.E. faculty of fifty has moved toward the creation of an environment which is perceived by the faculty to be supportive of an increased emphasis upon the development of teaching methodologies. The fact that a small faculty has been able to generate and sustain such a diversity of instructional approaches is an indicator of this progress. In addition, it was found that most of these individuals have given considerable thought to the issues involved and continue to be sensitive to "process problems". In fact, the appended questionnaire served as a valuable means of creating a dialogue with members of the faculty and helping them to sharpen perceptions which they were in the process of developing.

Ottawa's major contribution, we believe, lies in its pioneering of faculty instructional styles in the areas of individualized academic planning, group development, general experiential education and the informal critic role. The Ottawa plan of education, by its very structure gives impetus to the evolution of a quest for betterment in these contexts. As such, it can be thought of as a model for many other small, liberal arts colleges.

Problems do remain. A satisfactory and systematic means to assess student perceptions of teaching across the board must still be realized. Problems of integrating opposites into coherent styles exist....structure versus openness, helper versus evaluator, focus versus differentiation and, of course, process versus content still exist across many of the styles we have suggested.

Nevertheless, we have made what seems a major beginning with the support of N.E.H. funding. Our assessment of second-order problems and suggestions for solutions have led to second stage funding by the Fund for the Improvement of Post-Secondary Education. Our task now is to continue to maintain the momentum we have gained and to undergird it through action research on the teaching - learning process, through faculty development and through the maintainence of a program and an environment which exerts the maximum press toward better teaching.

INVENTORY OF TEACHING RESOURCES -- OTTAWA UNIVERSITY
conducted spring 1973

Name ______________________________

Department ________________________

Teaching Mode ____

____

I. DESCRIPTION

A. Could you provide a brief description of this mode of instruction?

B. In your experience, what are its major advantages?

C. In your experience, what are its major disadvantages?

D. Could you describe (briefly) both the best and the worst experience you have had while using this mode of instruction?

II. ADOPTION

A. What factors caused you to give particular emphasis, to this approach to teaching? How long have you practiced it?

B. How did you "learn" to teach in this fashion and how long did it take for you to become comfortable with this style?

III. PREPARATION

A. How would you recommend that a "novice" teacher prepare for the use of this mode? (What, for example, might he read on the technique itself?) Who (on the national scene) might serve as a model for this form of teaching?

B. How do you prepare for each class when you are using this mode of instruction?

IV. STUDENT RESPONSE

A. In your experience, how have students responded to this style? Do you expect a great deal of variation in student response from term to term or does the style itself limit the range of student behavior?

V. OBJECTIVES

A. In a general sense, how do you establish educational objectives for your students within this mode of instruction? What kinds of educational goals may best be achieved through this method? (Bloom's Taxonomy of Educational Objectives might provide a common frame of reference here.)

VI. ASSESSMENT

A. How do you assess your own performance in this mode and what plans have you for further improvement?

B. What have you found to be the best means of evaluating student progress within this mode of teaching?

C. How might students best evaluate the effectiveness of this mode of instruction?

VII. EDUCATIONAL AIDS

A. Which educational technologies can most effectively be used in conjunction with this method?

VIII. EVOLUTION OF INSTITUTIONAL STYLE

A. Does this style generate or encourage rapid change in the nature of a course? In what ways and why?

CONSULTATION REPORT -- DR. MARVIN ACK

Appendix D

December 29, 1971

Consultation continues at Ottawa University two half days per week with only occasional interruptions. In each of these half days I have a relatively fixed schedule which calls for; hour long meetings with two faculty groups (mostly Core tutors) to discuss problems in teaching and learning; hour meeting with Doctors Shumway, Germer, and Harris for review of General Education policies, practices, and plans; weekly luncheon meetings with student ombudsmen; weekly hour-long meetings with R.A.'s [Resident Assistants] and R.D.'s [Resident Directors] for discussion of dormitory behavior and problems; and fairly frequent meetings with Doctor Ruthenberg [director of educational research and planning 1971-72, President of Southwestern College 1972-]. In addition I have had some free time which allowed for unscheduled meetings with a random selection of students and faculty. The observations, inferences, and opinions that follow are based upon the above meetings.

A note of caution before proceeding. The comments below - particularly those regarding the one program - are based upon my encounters with my two teacher groups and the student ombudsmen. Since these groups contain only about 50% of the Core tutors, their perception of the problems and assessment of the general education program may not be characteristic of the opinions of those Core tutors who, for one reason or another, have not attended the meetings.

GENERAL EDUCATION

Faculty - The major difficulty confronting the Core faculty is a massive confusion in regards to both the goals of the program and to a definition of their own role within those goals. In my last report I mentioned the vascillation of some of the faculty between an authoritarian, rigid, grid-oriented approach and a laissez-faire, group sensitivity approach. I now feel this behavior is a symptom of the above mentioned confusion. Many of the tutors are not really certain of the goals of the program while others know the goals but seem not to be in agreement with them. In some cases where the goals are both understood and accepted, the tutor is not clear as to his teaching role vis-a-vis the goals. They do not know the specific teaching behaviors which best assist the student in achieving the stated goals. On occasions, even when goals and roles are appreciated some tutors find it difficult to function in a fashion so different from anything they have experiences. In addition there is only a meager understanding of desirable behavioral outcomes. All of these conditions lead to considerable anxiety on the part of tutors, some of which is handled constructively but some of which has lead to disruptive defensive behavior.

A second problem has to do with a lack of understanding of group dynamics. When, for example, the student group adopts a dependent position, which is a frequent phenomena in the development of any group, the leader often assumes it's part of an inherent weakness in Ottawa students. The tutor then starts to think of the students as apathetic, lazy, unmotivated, and incapable of independent behavior. This defense of projection which protects the faculty member from the anxiety surrounding his own difficulties seems to be the major defense of both faculty and students.

Students - Problems surrounding Core are numerous but they are neither unexpected nor insoluble. The first has to do with the students' capacity to handle freedom. Some students are fully capable, some partially capable, and some completely unable at this point. However, this can be taught. Most students, however, feel they have been tossed into the pool before they have learned to swim and difficulties they experience have reinforced feelings of inadequacy rather than acting as a spur to further achievement. There is an enormous fear of freedom and particularly of shortcomings or intellectual inadequacies that get spotlighted by such a program. They handle this in a variety of ways -- projecting blame onto tutors who don't do this or that, skipping class because of anxiety aroused by being unprepared, etc., depreciating Core and convincing themselves that they don't care about the program thereby justifying their lack of effort.

Other students, or the same students at other times, feel confused by the mixed messages given to them by their specific tutors and/or by the program organization. For example, some who are taking other courses at the same time which use more traditional methods of instruction and evaluation, put all their effort into these courses feeling the institution really still pays off on grades. They then tend to view Core as just an "easy course". It seems as if the students have had insufficient preparation for the task demanded of them. There are some very good students whose justified complaints are exactly opposite of those mentioned above. They feel there is not enough intellectual rigor or respectability in Core. The complaint is that Core is wedded to a single technique (class discussion) and they are hampered by the superficial level at which most students operate. They feel (sometimes rightly) that the tutor-leader does not insist upon or expect increasing sophistication and depth.

SOME OF THE THINGS THAT ARE NEEDED

1. Better preparation of students. It might be wise to introduce the students

to the principles of learning and to what is expected of them in the first week of their freshman year. Such an understanding of both the affective and cognitive demands of the program should lessen anxiety and allow them to function more adequately. This plan is currently being discussed by the General Education Committee and myself.

2. Reorganization of the summar workshop, with at least one-half time devoted to teaching roles and styles with special emphasis upon the affective domain. This means that the workshop itself will have to affectively involve the faculty rather than having it a totally didactic experience as it has been. This, too, is being reviewed by the General Education Committee.

3. A more explicit statement of goals of the Core Program which are understood and acceptable to all the participating faculty. Hopefully such an articulation should lead to more specific teaching behaviors for the faculty. For example, it seems to me that the students can be led to this type of independent functioning in one of two ways; the first would be some developmental plan in which the tutor begins by providing a good deal of the direction by means of questions, problems to be investigated and maybe even methods by which this can be done. As the students grow in their abilities, the tutor would then take a less prominent role in planning; the second method is by confrontation, that is, telling the student he is free to study what he wishes and offer no more substantive assistance. The tutor would then have to interpret to the student the psychological processes within him which interfere with his ability to use his own resources. At the moment faculty are alternating between these two methods but inconsistently so. I prefer the first method, but many tutors avoid this role fearing they are too directive and contradictory to the goals of Core.

4. Some of the substantive material needs to be re-evaluated. For example, I have heard of a good many complaints about the choice of Copernicus in general and of specific material in this Core. Many of the sophomore students feel the Core idea and methods are fine but that this material was not particularly relevant and, in addition, very difficult to appreciate through the informal methods. The Freud material needs reassessing as well and I am currently in discussion with a number of psychoanalysts here to work out a series of materials and readings which would be appropriate for freshman college students.

5. It would be ideal if, at the time the students were taking Core courses, they were not obligated to take other courses which use more traditional grading methods. This, too, I believe, is being thought through by the General Education Committee.

UNIVERSITY-WIDE OBSERVATIONS

Based upon discussions with randomly selected students, one clearly has the feeling that students get different messages from the Core Program, from the behavior code, and from the University Program Series. For example, we have told the students that they are free to choose their own educational goals and means to reach their goals. At the same time we tell them that the University Program Series is required and the natural conclusion that they draw is that the University Program Series is "not educational" since educational choices are theirs to make. The most disturbing contradictory message comes from the difference between requirements of Core and those of other courses.

OBSERVATIONS ON PROGRAM AND INSTITUTIONAL LIFE

Charles M. Rich

Appendix E

One aspect of my role as Hewitt Visiting Professor in the Humanities during the third term of 1972-73 was to share my perceptions of the operation of the New Plan of Education at the University. In the following pages I will attempt to summarize my summary impressions and judgments. During the term I reported to the faculty at a Wednesday evening forum. At that time I expressed the view that the University was programmatically in a strong position, with an able, committed and fundamentally supportive faculty, a diversified and responsive student body, and strong administrative leadership. As is true of many colleges members of the college community are more aware of problems facing the institution rather than the advantages which are enjoyed. With the awareness of problems there is an underlying awareness that Ottawa University is the embodiment of a significant and somewhat distinctive educational venture. There is no lack of readiness to work toward the solution of institutional problems.

Since the time of that report I observed the rise of several points of tension over issues in the life of the University. But it appears to me that in faculty discussions on these issues there are evident shared concerns which contribute to the integrity and commitments of the University.

ASPECTS OF UNIVERSITY LIFE STYLE

Ottawa University has an able and diversified faculty, a student body which is nationally and ethnically representative, a physical plant which provides good facilities for the general class room instructional programs (recognizing needs in several special program areas), and a small town setting with easy access to the Kansas City metropolitan area. This mix of factors offers a base for an individual style of academic community life. The college is in a good position to continue to play a responsive and innovative role in higher education in mid-America which demonstrates some of the possibilities open to private higher education. As an innovative institution Ottawa University stands within a tradition of concern for the educational, social and religious development of persons which can be traced to roots in the last decades of the Kansas Territory.

The University does realize possibilities inherent in its own individual heritage in several distinctive ways. Together these contribute to the corporate life style of the University. I cannot hope to give an adequate summary description of this life style. At best I can only point to a few of its marks.

One feature of life at Ottawa University that strikes the visitor is the easy style of association evident between faculty, students and administration. Yet this openness is supported by a recognition and respect for the role and responsibilities of the other member of the community. The co-learner concept does not here mean that the distinctions between the roles of teacher and student are removed, but that learning in the University is a community commitment pursued at several mutually supportive levels. The operational style in administrative-faculty relationships support this openness of educational procedure. The easiness of access of the president and other members of administration is a factor not to be underestimated.

Another expression of this style of living with problems is shown in the way in which program patterns have changed. With the dominance of the past few years of student rights and self-determination movements, it is worth noting the directions of program changes in response to pressures from a diversified and substantially "urbanized" student body. It is an indicator of the style of interaction on campus to find that a University Program Series remains in operation as a program requirement monitored by an honor system. Also, graduation requirements include one fifth to one quarter of a student's program within a prescribed general education program. Whereas faculties and administrations have capitulated on many campusses to student demands to remove imposed requirements, Ottawa University seems to have preserved a general acceptance of the intended program values. Coming out of an era of student revolution, Ottawa appears to have evolved an effective way of living by provisional solutions which continue to serve the University's educational purposes. An example of this is the survival of the University Program Series as an apparently well accepted program element.

Among faculty members and members of the administration there are substantial differences in judgment about various aspects of University program. Despite differences, there is substantial mutual respect. Administrative decisions are well understood as well as accepted. Decisions which produce unintentional problems elicit vigorous response which in turn is respected and heeded. Such give and take is possible in part because of the strong administration which is enjoyed by the University. An administrative policy of open communication is reflected in a level of faculty interaction which evokes real differences of perspective and conviction concerning matters of institutional welfare without pushing these divisions to the point of institutional self-destructiveness. One expression of this kind of institutional strength was the way in which the faculty and administration was able to accept the opening of faculty meetings to other members of the University community, particularly students, and yet felt a freedom to engage in critical discussion with very little evidence of inhibitions.

The administrative structure of the University gives an initial impression of being overly elaborate for the size of the University and the range of programs. Closer examination suggests that the pattern of overlapping administrative and faculty responsibility may be a contributing factor to the generally effective and constructive institutional process. There is considerable dispersal of authority, with a non-heirarchical tendency in the operation of program administration. This characteristic does not qualify the central authority of the president. A "horizontal" administrative pattern is evident in the degree of direct contact there is between the president and members of the administrative staff at all levels.

Beyond these structural characteristics there is a widely shared concern that I will vaguely term a concern for the quality of collegial life. This quality of life appears as a sense of living in a purposeful community in which participant individual can contribute to the envisagement of institutional purposes, decision making and accomplishments. For Ottawa University, that roots for this "quality of collegial life" can be seen in the confluence of Christian and liberal arts educational understandings in the context of the pragmatic mentality of mid-America. These three elements give form to this sense of the quality of collegial life as 1) a concern that the institution and its educational efforts provide for the discovery of structures for the interpretation and growth of experience, 2) a commitment to a mission to be a particular kind of educational community formed by Christian and liberal arts traditions, and an awareness of being a community given to responsible and responsive program and action, pursued self-consciously in the context of larger civic and religiously concerned constituencies.

Concern for this quality of collegiate life came most sharply to the fore in the discussions toward the end of the term concerning a model for governance which had been developed around the concept of individual accountability, with the further specification that administrative function is defined by its decision making role. The proposed model stands in contrast to many traditional systems in its explicit appeal exclusively to individual accountability and in its theory of administration. I do not at this date know the outcome of this discussion, but I wish to make a few comments on aspects of institutional life which were indicated in the course of this discussion.

The able presentation of the proposal to the faculty, the vigorous response of faculty members and the concerns voiced by the president all showed a clear concern that institutional structures serve and not diffuse the effectiveness of the university.

It was also commonly recognized that the University has operated with a strong authority structure established by strong presidencies. However, some fear was expressed that explicitly defined power and individualized accountability would erode the quality of collegial life with the absense of an independent decision making responsibility vested in the faculty as a corporate body. Since the proposal does not in fact remove any powers previously clearly vested in the faculty, the possibility that this model would undercut the effective collegial aspects of governance would depend in considerable measure on personal administrative styles and skills. My own judgment is that the mutuality of trust necessary for the operation of any stable governance system are in good part now and can continue to be realized. The model does emphasize the necessity of trust in administration on the part of faculty. Such trust is not assured by any governance structure, but must be elicited by demonstrated trust in the faculty by the administrative officers. Although a governance structure will not in itself produce this condition of mutual trust which is at the heart of any collegial venture, the governance structure provides the necessary framework giving form to a community of mutual trust.

It is difficult to assess the importance of the college's heritage as a church supported institution. I do not need to enumerate the obvious signs of this relationship in plant, and faculty and student selection. The denominational affiliation is not restrictive, but does seem to maintain certain tensions in the life of the college. There is still persisting the tradition of Ottawa as a collegial home where the warmth of primary relationships can be found which will carry on into later life. In this inherited tradition the academic enterprise is carried on in this context of mutual support. Within both the faculty and student body a contrasting image of the educational process has been emerging, one which sees the academic community as an emergent from a process of academic inquiry. The process of academic inquiry rooted in a method of mutual criticism of ideas and assumptions will appear excessively abrasive to a person entering on college life under the first type of model.

These polar models of academic life can be seen to be in tension within the student body and in the faculty. Students reported the bewilderment of students coming to campus with expectations of finding a college community of the first type and instead finding themselves exposed to the aggressive behavior of students drawn from urban environments operating with a confrontation model in their style of response. Also the converse problem of adjustment has been presented to the student who has grown up a confrontation model as normative.

This tension between educational models is also embodied in the formal academic program. The common core with its emphasis on a common educational experience stands in contrast to the depth study as a selection on the basis of individual decision. One problem that appeared early in my conversations was the fact that there did not seem to be a clear relationship between the common core and depth study areas of college curriculum. I will comment on this further under a later heading.

One of the possibilities which seem to be supported by a tradition of church support and Christian philosophy of education is that the University has historic grounds for seeing itself as a community of inquiry and concern responsive to a community of faith (the churches). Consequently the University will be concerned to balance the emphases of highly individual decisions with concern for the experience of learning in non-individualist non-competitive modes. Effective approaches to both educational modes have been inaugurated in the Ottawa program, and offer the ground for future program development.

GENERAL EDUCATION CORE

During recent decades Ottawa University has offered an undergraduate program with a core of required general education courses. The current program replaced a core of divisionally organized courses by a sequence of courses developed to respond to problems of human self-understanding. Each of these courses is linked to a seminar figure who had made major contributions to the investigation of these problems in the course of western civilization. The core also includes a cross cultural studies possibility and a senior sequence in problem solving in matters of public concern.

With current staffing pressures there appears to be an emerging attack on the general education program with the argument that it requires faculty time resources which might better be used for depth study offerings. The point of my remarks is to recommend against a precipitous rejection of core elements in the general education program in response to problems in the allotment of instructional time.

There are problems in the relationship of core courses to the depth study programs of the college, but it would be unfortunate to bypass these program problems and thereby avoid investigating ways in which program interrelationships between the general education core and depth studies might help to alleviate staffing problems.

I must admit that my own experience has led me to be skeptical of the educational utility of heavily "psychologized" or therapeutic courses in personal development and self discovery. Consequently it was to me a striking fact that a major value which students affirmed in the evaluation of the first year core program was the achievement of increased personal self-understanding. Individual students and advisors were of the opinion that this self-discovery helped prepare the student for the individual decision making necessary in his own program planning. A strong element in the advising program is the tying of the advisor into the course system at this phase of the program.

In the early days of my visit, questions concerning the relationship of the core to the specific depth study programs received only vague answers, the impression being given that whatever ways in which the core might help introduce students to the variety of ways in which the questions of personal, social and natural identity could branch into depth studies was mostly accidental. Although my own line of questioning was in the direction of asking for evidence of an effort to enhance the methodological discriminations and resourcefulness of students in the core program (as program descriptions had suggested was intended), I was also concerned to learn how the core program was in any way related to making choices among depth studies and disciplinary resources. It appears to me that the core courses could make a more explicit contribution in this direction without undercutting its other objectives.

The sophomore year core program appears to be intended to evoke an understanding of how key problems and issues have formed experience within western civilization, and how these issues are to be found at the heart of contemporary problems in understanding, inquiry and decision. These courses offer the student a "common inquiry," which could be used as a base for exploring alternate approaches to problems. Some of the lines of development which have taken place in the core courses could be used to achieve such an objective. Although faculty members are involved as core tutors in areas outside their primary competence, individual faculty members do contribute to the core within the area of their specialization through lectures, special projects and the individual slant they inevitably give to their own sections. In discussing the core with faculty members of widely diverse specializations teaching in the core, the possibility was suggested that this diversity of resource might be used for more than common events (lectures, panels) in the core. There might be ways in which to introduce "team" sessions into the tutorial sections in which two faculty members might explore with students how a problem could lead in several different directions of inquiry. Such elements in the core could help students become aware of the faculty members as representatives of the fields of study offered in the University and as persons who had made various educational decisions in building their own careers.

The problem oriented character of the general education core is continued into the senior year with the analysis of a problem and projection of solutions to problems of public concern. *The Limits of Growth* and the *Deschooling of Society* by Ivan Illich provided material for the initial phases of the senior core sections I observed. Although these were used as "priming" problem analyses, the course did not seem to achieve direction until the particular problems were selected for investigation and the groups had organized themselves to undertake the investigation. All groups were given a methodological outline, but in the investigation each group was self governed.

In varying degrees each group was self organizing in the preparation of a topical outline for an approach and delimitation of the problem, data gathering and analysis. Each group made its own work assignments. Some groups defined their problems better than others, and there were marked differences in group efficiency. There did seem to be a positive correlation between success in organizing the group process and participation by members of the group in earlier stages of the current general education core. Even with this variation, the senior core performance does show that a context has been provided in which a process of self-organized group inquiry can be learned.

Considering the problem oriented approach of the New Plan, I would expect that elements of the senior core might be desirable earlier in the core program. One student suggested that this type of course should be at the beginning of the college program, in his judgment. However, he also pointed out that there had been group projects earlier in the core, but that he did not consider them successful. He suggested that the difference between the senior core experience, with which he was quite pleased, and the earlier group experiences was in the superior instructional guidance given for the senior core. In addition to the methodological guidelines provided, high marks were given to the style in which the faculty members related to the groups as resource persons, but not as organizers or directors of the groups.

The development of abilities for working in problem solving task groups is a valuable component of a program in general education which attempts to tie a liberal arts program to the need to make decisions for career objectives. Since the employment of most liberal arts graduates will be in organizations in which group planning and problem solving are frequently employed, the experience of successful performance in self-organized problem solving could be a distinct "plus" for the Ottawa program.

There are two points at which this phase of the whole program might be enhanced. One step beyond the present senior core project would be to require the students to design a method for their inquiry as well as select and define the problem. Such a move would require the moving of the present senior core to an earlier point in the general program.

A second point for possible development would be to relate the senior core investigation to the depth study program of the individual student. Again, as a core educational experience, it could be expected that the individual student's participation in the concluding phases of the core would be as a student who is approaching the conclusion of the depth study program to which he has made a commitment. Just as the depth study concept has the desirable effect of offsetting tendencies for programs to become confined within departmental limits, the general education core can become a means by which the University insists that all special programs be seen within a larger context of inquiry. The core could then be seen in its early stages as a means to open up the range of depth study possibilities for students, and, secondly, in its concluding phases as a means for relating the student's choice of a depth study to the overall educational objectives of the University. In such ways core program and depth studies could become programmatically areas of mutual support.

CROSS CULTURAL EDUCATION

The cross cultural component of the general education program initially proposed that each student be required to participate in a cultural setting unfamiliar to the student and that this participation be a reflective immersion projected by the student as a part of his planning for a graduation contract. The implementation of this program in its full intent was modified in 1972 to allow a variety of off campus programs of varying length and sponsorship to qualify for the requirement, and secondly to admit only screened applicants to the program.

Although financial considerations in a time of declining student enrollment may have been a key factor in deferring the full implementation of the program, other considerations point to the wisdom of the move. Programs which exercise considerable selectivity in admitting students to off campus and overseas study are still faced with problems created by students who enter a culturally contrasting environment with personal motives inconsistent with the program, with inadequate preparation for the particular program, or who may be personally or emotionally unequipped to manage the cross cultural experience.

These considerations suggest that when program policy is to be reviewed, that points such as the following be considered.

1) Consideration should be given to providing elements of cross cultural education in the general education core as preparation for the cross cultural experience. In light of the contemporary impact of cross cultural factors, this would assure a place in each student's program for an engagement with questions of cultural contrast preferably as this pertains to contemporary experience.
2) Additional emphasis should be placed on asking each student to develop a program justification for a particular cross cultural program.
3) If the cross cultural requirement is reinstated as a general requirement, single term, Ottawa University faculty operated programs could provide program meeting the objectives. A basic program of relatively short duration would minimize problems of student adjustment, and could be a base program from which students might apply for a longer term program.
4) If the cross cultural element is high priority for the college program, it should also be considered an equally important factor in faculty experience. This would suggest the advisability of using local faculty in such programs rather than sending students to other institutional programs.

THE CONTRACT AND ADVISING

From individual comments about the operation of the student contract it appears that there is a variety of views within the faculty on the operation of the contract system. Some of the variations in interpretation might be resolved by clearly distinguishing between 1) the series of program planning decisions that must be made in constructing a program, and 2) the final contract as an agreement between the individual student and the University defining the terms under which the degree is granted.

There are students who are clearly delinquent in meeting the published time schedule for program planning and contract formation. This situation does not seem to be the result of a failure in advising, but is possibly a mark of the success of the advisement system in keeping the program decisions alive in the minds of the students. The students did not necessarily seem to be putting off decisions as a way of avoiding them, but because of problems in program construction with which they were working.

There are students who elude the advisor and the program planning process. As one student indicated, the planning process may be avoided by students who declare an intention to transfer. Advising which is strongly directed toward a specific timetable of specific filings and decisions may discourage a student considering transfer from discussing program objectives with the advisor. Such students may have clearly formulated program directions but, as in the case of one student with whom I talked, did not seem to be particularly aware of how Ottawa University courses could contribute to particular professional objectives.

Those students who do keep their options open to the last moment stand in constrast to the vocationally or career oriented students on many campusses. On the whole, the move at Ottawa to make a place for the identification of vocational objectives as a part of a liberal arts graduation contract is a move that will likely become an explicit part of many liberal arts programs. To identify vocational objectives does not require that education becomes vocationalized. The liberal arts tradition in America is rooted in programs of professional preparation (Harvard, Yale, Brown, Princeton). The traditional professions of Divinity, Medicine and Law were considered central to the continuity and growth of the culture not only in their immediate functional utility to the society, but as a role which transmitted the culture and "professed" its meaning. As liberal arts education undertook to provide education for persons preparing for other than the traditional "professions," liberal arts generalized its role into that of professionalizing occupations beyond the point of mere social utility and of liberating the individual for the exploration of the meaning of his culture from the base of one's sustaining occupation.

In a time when rapid and continuing changes can be foreseen in occupational roles, Ottawa University may want to build programs in anticipation of novel occupational directions. New specializations cannot be anticipated in detail, but it may be possible to forecast combinations of experience and competencies which could prove advantageous under emerging conditions. Such projections should be made not to narrow the specialization of the student, but to widen the range of resources available and the goals which could be entertained. It may be the continuing genius of a liberal arts college like Ottawa to enable a student to participate in an educational experience which will enhance the flexibility and resourcefulness of the individual for whatever occupational role may be selected. This kind of possibility should invite some "blue sky" thinking at the University, and perhaps become a part of student thinking in a futurist element in the general core.

INSTRUCTIONAL PROCESS

In reviewing undergraduate educational innovations of the past two decades it appears that considerable effort in curricular reform has been directed to meet problems which are essentially instructional in nature. Curricular structure can provide a framework ordering the educational objectives of the college, but the problems of effective implementation of educational objectives are not met until instructional procedures and resources are organized to meet specific objectives in the program. Just as the place of a course in a college curriculum should depend on its contribution to the program objectives of the college, so the instructional processes employed in a course should find their justification in the learning objectives which are accomplished.

Ottawa University has given considerable attention to the definition of program objectives in conceptual, affective and behavioral terms. In several instances there have been efforts to design course modules to meet performance objectives, and there have been efforts to define course objectives on this basis.

Since there is likely to be a continuing pressure on the present faculty to staff the diversity of program offered, and it appears that no major program discontinuations are being considered, it would appear that it would be well for members of the faculty to explore possibilities for the wider use of course modules which can be completed individually by meeting defined performance standards (testing, etc.). The use of modular units in the core courses could have the advantage of standardizing whatever disciplinary materials that might be employed in a core section and help release the core tutors' time for seminar process and individual conferences. Also, the considerable variety of expertise of the core tutors might be used in contact with a wider range of students in connection with modules growing from the instructor's own area of expertise.

Both faculty members and students have voiced the opinion that a "pass -

no entry" system exclusively for the core courses seriously qualifies student participation in the courses, encouraging students to spend time in courses where there is a grade "reward" when there is a conflict for time. Grading could be reconciled with performance objectives, requiring a common core of participation and performance for a basic grade.

There has been widespread resistance within the humanities to efforts to redefine courses in terms of the completion of behavioral objectives. There are reasons for this resistance, particularly when it is insisted that a definition of course objectives must meet the strictures of a behaviorist psychology which sees all educational objectives reducible to a serial ordering of atomic behaviors. This nominalist faith is often not shared by the humanist, and a demand to employ behavioral objectives will appear to be a demand to desert concerns for the evocation of feeling, sensitivity to the conceptual nuance, development of discrimination in situations open to ambiguous interpretation and valuation, and the nurture of imagination and aesthetic judgment.

Whereas a strict behaviorist will insist that the use of these kinds of expressions are meaningless unless they can be exhaustively equated to "first level" behavioral terms, the humanist will see such reduction as a rejection of values of participation and perception. There does remain a burden of proof on the humanist, not necessarily to vindicate his efforts in behaviorist terms, but to show as clearly as possible what kind of accomplishment is the intended outcome of a course of instruction.

Other resistance is voiced in the judgment that the specification of outcomes removes the openness in the educational process which has been valued so highly by many in the humanities. Again, there are ways in which to point to this factor, and to generally describe the kinds of variant outcomes that are to be encouraged.

At Ottawa University there appears to be an unusual opportunity for attempting to use a performance-objective approach without flattening out the intention of the valuational and affective language of the humanities or minimizing concerns for the evocation of perception, judgment and valuation. There may be performances or participational objectives which cannot be reasonably reduced to simple components, but it is possible to better identify for the instructor and the student what conditions do govern the instructor's judgment of a student's performance, and thereby improve the student's prospects of meeting the course objectives.

This points to one aspect of this approach to course design that is particularly supportive for a humanistic concern that education be a mutually supporting enterprise between student and teacher, as in the co-learner concept. When education can be defined as accomplishment of objectives, or performances or outcomes, a step has been made to avoid the adversary relationship in educational efforts.

EVALUATION OF THE IMPACT OF A NEW PROGRAM ON OTTAWA UNIVERSITY

Harold L. Hodgkinson

Appendix F

The author of this report has been making regular visits to the Ottawa University campus since 1971, and made several visits before that time. ~~None~~ Since campus visits have been made to investigate classes in operation; to interview freshmen, sophomores, juniors, and seniors; to interview half the faculty; and to participate in workshops, retreats, and in-service conferences. In addition to these visits, the author made reports to the institution on December 6, 1971; May 20, 1971; June, 1972 (this was an interim report); and April 26, 1973.

It should be noted at the outset that the evaluation scheme for this new plan has three dimensions. The first deals with the analysis of actual teacher behavior before and after the core program was put into effect. The second is concerned with changed attitudes on the part of the faculty before and after the experience of core teaching, and the third is the development of collegiality in the community of learning. It is on this third dimension of the evaluation process that this report will be concentrated, although, inevitably, material will be brought in from other dimensions of the program.

In viewing the accomplishments of the last three years, it is clear that the college has been through some enormous changes and has come through these changes at a tense and critical time for higher education. The "new program for Ottawa University" envisaged a total modification of the institution from curriculum to calendar to the approach to general education. Thus, any specific activity -- such as workshops, conferences, and in-service training programs -- has to be seen in light of this total tapestry of change which the institution has attempted to weave. There is abundant evidence, both from this consultant's activities and from the sophisticated institutional research program the institution mounts; that the changes have basically been extremely beneficial to the institution, the students, and the faculty.

The approach to general education around which so much of the faculty in-service programs revolve dealt with a two-year sequence of team-taught courses that were focused upon man in terms of his human nature, his social order, and the natural order in which he found himself. The material was not necessarily chronological throughout the two years, and it emphasized certain key figures as a way into the problem. The key figures included Darwin, Marx, Freud, Luther and Copernicus. In addition to the freshman and sophomore core units, the senior core is an attempt at building more independence of spirit and outlook in the student by encouraging him to develop a research problem of his own and to carry through with it. The faculty development strategy, then, had to do with modifying the attitudes and behaviors of faculty who were basically disciplinarians in their view toward pedagogy and convincing them to become more involved in inter-disciplinary work as part of their professional duty and as part of their image of themselves as teachers.

It is perhaps the latter that was the greatest difficulty. Most faculty feel decidedly uncomfortable when faced with a book in which they are not expert but which they nevertheless must "teach." In order to deal with this problem, a series of summer workshops was held as each new core class began. The first summer dealt with work for the first freshman core tutors. The second summer moved toward the preparation of the sophomore year materials, as well as training a new group of faculty to take over the new freshman material. The material at the workshops was a nice blend of curriculum content, direct analysis of teaching styles, and the impact of these materials on the teacher's view of himself. In this regard, several experts were called in from outside to deal with some of the curriculum dimensions that were handled in the core. Certain outside individuals were brought in with special expertise in a type of teaching (for example, representatives from the Great Books Foundation attended a workshop and gave a session on the asking of questions), while other presentations included the audiotutorial method and small group strategies. The third aspect, dealing with self-concept, was handled (among other ways) through the use of Dr. Marvin Ack from the Menninger Foundation in Topeka. Dr. Ack turned out to be an unusually perceptive and sensitive individual in terms of working with individual faculty members who were in the process of changing.

Because of the problem of individual differences within the faculty, these presentations were awfully hard to gear to the appropriate level. Some members of the faculty had thought at great length about their own teaching style, and other members of the faculty had not thought about it much at all. Another device that proved to be quite useful in this regard was the use of faculty as visitors to other campuses that were trying to do some of the same kinds of innovation that was going on at Ottawa. This generally was a salutary event in that some of the "big names" in experimental higher education turned out to be no further along, and occasionally quite behind, the Ottawa effort. This was good, I think, for morale generally.

The faculty can only be commended for their attitudes in the workshops and retreat sessions. I saw almost no cases where a faculty member considered the material to be "beneath his professional dignity." All generally participated actively, and discussions were exceedingly energetic and involving. Indeed, at the workshops and retreats one did see a kind of academic community of learning that was quite exciting. In addition, I discovered that the retreats and workshops had actual impact upon teacher behavior. For example, after the Great Books demonstration, I sat in on several faculty classes in which the quality of the questioning was much improved over that before the visit. The administration was often in attendance at workshops and retreats, but did not seem to be a threatening or controlling force. Their attendance was intermittent, and this may have been a good thing. On the other hand, it may have been good if members of the administration had gotten more directly involved in some of the demonstration teaching techniques.

This should be enough to indicate my overall feeling that the objectives of the program were fairly well achieved. There is one problem with the establishment of the community of learning which the proposal originally described. I had assumed that if students and faculty were to be co-learners, that they would necessarily have a great deal in common, and might be associating as human beings in a more direct and personal way. This did happen in many cases, but in many other cases it did not. The community of learning I saw was most clearly visible at the workshops and retreats, where there were no students present. In most of the classes I sat in on, the teacher was still for the most part the teacher, and although the questioning changed slightly to include more Socratic methods, there was very little question that the faculty member was still in charge. There are some exceptions to this, but basically I feel that this was the teaching modality that developed from the new program. There were some faculty who presented themselves as co-learners, but for the most part this was not the general tendency. Indeed, students on some occasions indicated to me that they felt they were playing a game, that the faculty member really knew the answers to the questions he was asking, but proceeded as if he didn't in order to make the students feel that they were "all mucking around in this together."

But perhaps the point should be made here that for many faculty members, a leadership style of relatively high control may still be the most effective one for them. If they have tried out other styles and prefer one in which they are definitely in charge, there is no evidence that this is a less effective learning situation, as long as students' interests and needs are made an integral part of the class activity. I did have the feeling that faculty members had generally made a clear decision as to how they were going to teach, which was something not characteristic of the college in 1970. I also had the reaction that most faculty members were perfectly willing to discuss their particular style of teaching and defend it when necessary. This again represents an enormous gain and I think will indicate greater willingness to modify behavior in the future.

One of the other very excellent things about the workshops and retreats was the generally open pattern of faculty interaction. Ordinarily, one would find four or five small cliques at workshops and retreats that would spend most of their time together. This is definitely not the case at the Ottawa workshops and retreats that I visited. The whole faculty seem to be quite genuinely a collegial arrangement, and all participated openly in the attack on learning and teaching problems in the discussions. The main reason for this, I think, is that almost all faculty had some experience with the core, and all of them were facing the new calendar and new kinds of educational opportunities which the new program makes possible. There was no small clique of general education specialists who could be branded as second-class citizens by the disciplinarians. Almost everyone was involved in both camps.

The shakedown in the program has caused some changes, usually for the better. A clearer view has been developed about the specific impact of the freshman and sophomore core sequences, and materials are beginning to be developed that will be more specifically at the outcomes desired. The senior core seems still to be in a state of flux, in that no "real" test has been made of the strategies developed thus far.

The biggest problem with core now seems to be the question of standards. Many students told me that if they had a core course backed up against a tough departmental requirement, they would slack off on the core work in order to complete the departmental task. Thus, because core was pass-fail graded, the program may have developed an invidious distinction in some students' minds. However, the problem of evaluating general education experiences is so pervasive that this is no reason to fault the institution particularly. Some of the useful dimensions of evaluation, such as the keeping of student journals and logs, seemed to fall off as the years went on, perhaps because instructors did not know quite how to deal with these materials when they were available. In addition, student attendance at the large group sessions was never terribly good, although on my last visit it seemed to me that about 90% of the students who were to be present were present at the large group lecture. Given the urgencies of the next several years, it is also possible that the relationship between departmentalism and general education will become less collaborative and more competitive as resources become even more scarce.

The calendar seems to be a major success. Virtually all members of the faculty have adapted to it quite well, and many are now seeing great advantages in dealing with a larger segment of a student's time for seven weeks. The initial faculty reaction to this calendar could be called the "compression phenomenon," in that many faculty simply try to jam 15 weeks of work into 7, with no change in content, structure, or style. However, that seems to have passed away, and most faculty are making rather good use of the seven-week time block in which they are responsible for 50% of the students' learning. One student put his finger on the major dimension of the advantage here by saying to me, "I took a novel course this period, and by the time I'd finished the last novel in the course, I could still remember the first one we'd read."

One final comment on the community-of-learning aspect of the new program involves the development of small group loyalties within the faculty. The first group who went through to become freshman core tutors really did stick together, and in their first year seemed to spend a great deal of time together discussing mutual problems. The same thing happened with the next group that went through. Although these were subcommunities of the whole faculty, they were nevertheless extremely important in maintaining an atmosphere of shared learning during the year. Each person with a problem knew somebody else who dealt with that same problem, and could talk with him or her. This small in-group solidarity became one of the major dimensions of the success of the core program.

There are certain things that did not happen as a result of the new program, and they could perhaps be laid out here in relatively brief space. First, the contract model for student learning has yet to be developed to its fullest. As with other colleges trying this approach, freshmen tended to make up course lists, and the faculty have not yet received the requisite skills at mentorship to make them truly effective guides as the student tries to plan some dimensions of his own education. The next step here is for a training program in mentorship somewhat similar to the Eckerd College activity taking place in summer 1973. The strategies would be roughly similar to the workshop and retreat strategy used in "Phase I" of the Ottawa program development. The learning contract idea still seems to be a valid one, and there are some examples of exceptionally good contracts that clearly help the student focus his way toward what he wants to learn. But having read through a number of contracts, it does not seem to me that this device is anywhere near its maximum efficiency at the present time.

The problem of grading core, compared to departmental, required courses still exists and is not yet solved. Perhaps there is no solution. But the problem needs to be confronted more directly.

And third, one of the most useful techniques available for the analysis of teaching, video-tape, is still not being widely used at the college, even though many other institutions that are less sophisticated about faculty development are using it with very, very good results. The problem here may be staffing, as there is no one on the staff who is competent in using the material and is close enough to the faculty to encourage them to use video-tape in their analysis of their own teaching. Like many other developments in the college, this one will not come about until some administrator becomes involved with the idea and proceeds to lay out a plan for implementation.

Looking ahead, one may say that the faculty has come through a very difficult and trying time with a truly excellent degree of morale and loyalty to the institution. They seem to enjoy their teaching and each other. (One of the unobtrusive measures I use in such situations is the ability of faculty members to joke with each other; the faculty does very well on this score.) The institution now seems to know how to work a new calendar and how to get relatively high rates of return on a new concept of general education (at least new for this particular institution). The problem will be that of keeping this Hawthorne effect going, as the institution moves into a new phase which logically and consistently will involve some new conceptualizations of the nature of departmentalism, the increasing involvement of the faculty as mentors in encouraging student growth, and continual work on the concept of community as it relates to a learning institution. It seems to me that Ottawa is clearly ready for this new phase, having demonstrated the possibility of what could be called inclusive innovation over the last three years.

EVALUATIVE SUMMARY REPORT BY THE DEAN OF THE COLLEGE

Ralph Atkinson

Appendix G

June 2, 1972

The New Plan of Education for Ottawa University was begun in September, 1970. The changes in the educational program of the University brought about by the New Plan of Education have been extensive. In the Foreword to the self-study document, The New Plan of Education for Ottawa University, published in 1969, President Armacost identified eight key elements of the new program. The purpose of this summary report is to report on the progress made to date in each of these key areas in the implementation of the New Plan of Education.

During the most recent academic session, 1971-72, the University established for the first time an Office of Educational Research and Program Development to provide a systematic base of evaluative information for appraising the new educational program. The official, year-end statistical reports of this office were not available as this report was written, but an attempt will be made to limit the evaluative summaries to characteristics on which more precise evaluative data will be reported to the Fall, 1972 meeting of the Board of Trustees.

1. Program Element: Calendar

   Present Status: The academic calendar is divided into four seven-week and four four-week terms, e.g., 2-2-1-2-2-1-1-1.

   Evaluation: Based on two years of experience, it is accurate to say that the response of students and faculty to the new calendar has been strongly favorable. A survey conducted in the Fall, 1971, independently by William Jewell College on the Ottawa campus, revealed that 87% of the 39 faculty members surveyed favored the new calendar over the conventional semester. A sampling of 55 students in the same survey revealed that 87% would recommend the new calendar. The major area for improvement involves the continued rewriting of courses to more effectively utilize the shorter, intensive seven-week or four-week periods.

2. Program Element: Advising

   Present Status: The primary advisors called for in the New Plan are functioning with increasing effectiveness. The Advisor's Guidebook has been published and training sessions are being conducted. The primary advising committee concept is not operational, but plans are underway to implement this concept in 1972-73.

   Evaluation: The major strengths of the present level of advising implementation include a high level of faculty commitment to the task, a close involvement of faculty with students, and the publishing of basic guidelines and information needed by advisors. Faculty willingness to pursue this task was evident in the 99% attendance of the faculty in workshop sessions to discuss the new advising manual. The major weakness is the failure to solve the logistical problems and the student attitude resistance to the primary advising committee concept.

3. Program Element: Contract

   Present Status: The development of educational plans or contracts for students at Ottawa has been fully implemented. All Ottawa students for the past two years have had an educational contract at some stage of development or approval. An Office of Career Planning has been established to help students develop realistic vocational goals into their contracts.

   Evaluation: The major strengths of the contract system have been the careful attention given by students and faculty to student goals, the more creative approaches to depth studies, and the monitoring of the progress of each student. The major weaknesses have been lack of high level educational planning skills on the part of students and faculty, the absence of specific information on a broad scale about career trends, and the absence of primary advising committees to creatively assist the student in planning.

4. Program Element: The Core Curriculum

   Present Status: There are eight basic courses in the core curriculum sequence. The first three of these were offered for the first time last year and focus on contemporary issues stemming from man as a problem to himself (commonly called the Freud core), from society as a human construct (the Marx core), and from man's relationship to the natural order (the Darwin core).

   The third through the sixth core courses focus on the same basic subjects but approach them from the perspective of the 16th century rather than the 20th century. These are commonly called the Luther, Machiavelli, and the Copernicus core seminars. Two senior seminars are to be offered for the first time next year and will be largely interdisciplinary research-oriented seminars concentrating on major problems in contemporary society selected cooperatively by faculty and senior students.

   We have two years of experience now with the freshman seminars and one year of experience with the sophomore seminars. We have conducted extensive evaluative testing with students enrolled in core seminars for the past two years. By your meeting in the Fall, we will have the report of these evaluations for you. We have conducted also extensive faculty development activities for the past two years to enable our faculty to make the transition to the core program effectively.

Evaluation: While it is difficult to generalize about the core program because it has so many dimensions, I will offer a few broadly evaluative statements to define where I think we are at the present time. These two years of experience with the core courses have demonstrated that this approach does establish strong, positive relationships between students and the faculty. Students see faculty in new perspectives in core experiences which will lead to increased learner-teacher interaction throughout the student's college experience. The core seminars in the freshman year especially have brought a fresh relevance to the whole question of undergraduate study as faculty have been free to work outside the normal restrictions of their own training, expertise, and previous interests. There is ample evidence that students have become more aware of the process of learning itself through the core program. In many cases, the core courses have given faculty members opportunities to develop and implement new teaching techniques and evaluative procedures. The students' interest has seemed stronger in the Freud, Marx, Luther, and Machiavelli core seminars. A great deal of interest has been generated by students in selecting the topics for the senior core next year.

On the negative side of the ledger, the small group focus of the core courses has been at the same time a strength and a weakness. At times this emphasis has caused specific cases in which the learning objectives of the seminar itself have been subordinated to the existential goal of making the dynamics of the group itself work. While the small group discussion offers many students an opportunity to enter more actively into the class, it also can intimidate the reticent student who is less articulate. Or, since often so much of the success of the specific seminar is dependent on the success of the group discussion, it is possible to dampen the enthusiasm of better students if the rest of the group is not adequately prepared to engage in the discussion at a high level.

In general there is a need to relate more coherently and specifically the core program to the other courses in the University curriculum. There is often too great a disparity between the size, the academic expectations, the teaching techniques, and the evaluative processes in core and in the other courses in the curriculum.

We are giving continued attention to strengthening the core courses. Special attention is being given to the content and processes of freshman core with a view toward using a wider variety of teaching techniques to augment the small group discussion mode, to doing a better job of orienting the student to the responsibilities for planning his educational experiences, and to strengthening the basic intellectual content of the courses. We must find better ways to build high academic and intellectual expectations into the core courses without forcing them into some rigid patterns that will defeat the process goals of the program.

5. Program Element: Off-Campus, Cross-Cultural Field Experiences

Present Status: The New Plan of Education called for each student to participate in an experiential encounter with a culture other than his own as a requirement for graduation. The basic objective of the requirement was to broaden the understanding of other cultures and to make the student less provincial and narrow in his perspective on himself, society, and the world. The program has been offered for two years on a limited scale with some experiences offered each year for a total cost equal to the cost of studying on-campus for the same period of time. Some 44 students have participated in the program over this two year period.

Evaluation: The students who have participated in cross-cultural experiences have been most enthusiastic in their evaluation of the experience as a valid and significant learning input. The University has not been financially able to permit large numbers of its students to reside off-campus for extended periods of time and therefore the program has suffered from inadequate promotion and encouragement. The graduation requirement remains, but generaous waivers are allowed for those who do not see such an experience as crucial to their educational plan. If the financial restrictions that limit the program could be removed there would be large numbers of students interested in the program if the cost to them can be kept at a level comparable to on-campus study for the same period of time.

6. Program Element: The Depth Study Program

Present Status: The new educational program requires each student to include in his educational plan or contract a significant number of experiences to comprise an area of intensive study related specifically to his educational and vocational objectives. The depth study may be planned from the courses and experiences in one academic area or from several areas. The basic criterion is that the learning experiences included in the depth study must lead the student to his objectives. This requirement has been fully implemented as a part of the contract development process mentioned earlier.

Evaluation: The depth studies being submitted now by most of the students are more than adequate to reach their educational goals. As one examines scores of these depth study plans, however, he is struck by the fact that there is much to be done in encouraging students to creatively build their depth studies from several areas to reach their goals. Most tend to be too similar to the traditional departmental major plan. Also, there is a great need to encourage students to plan learning experiences that are not traditional courses such as internships, independent research projects, and work experiences. Both of these problem areas, however, could be remedied by the active implementation of the primary advising committee system mentioned earlier.

7. Program Element: Evaluation Procedures

Present Status: One of the goals of the new program is to give the student more information about himself and his performance as a learner. He should be able to evaluate himself in relationship to the objectives of the courses, the Primary Educational Objectives of the University, and the performance of other students at Ottawa and in other colleges throughout the country. A number of nationally recognized evaluative instruments have been administered to freshmen and sophomore students over the past two years. These results of the evaluations will be available within weeks to give students, faculty, and administrators valuable information about student performance in the new program.

Evaluation: The areas of greatest concern at the moment include developing more effective evaluation techniques for use in courses to give students more immediate information in behavioral terms about their performance as learners; developing more specific relationships between performance in courses and the Primary Educational Objectives of the University; and in determining student performance on the higher level cognitive skills such as analysis, synthesis, and creativity.

8. Program Element: Flexible, Creative Graduation Requirements

Present Status: The new program calls for graduation requirements that "provide for maximum flexibility in recognition of the individual differences in students, while protecting the integrity of Ottawa University, and at the same time, provide more latitude in specifying experiences beyond the classroom which students must agree to fulfill as part of their program."

Evaluation: The graduation requirements now being implemented meet this criterion as far as the restricted resources of the institution permit. With a small faculty and a limited number of courses, it is not possible to provide the varieties of courses to recognize fully the individual differences in students. Independent study programs are expensive in terms of faculty time and limited by the number of faculty available. Our University is like most of the other institutions in our country in that it has a long way to go in encouraging planning, and validating experiences beyond the classroom. Some positive steps are being taken in this direction, however, that should become a reality in the next two years. I do think that what changes have occurred have taken place without weakening in any way the academic integrity of the institution. Rather, I think the cumulative effect of the changes has been to strengthen the concern of the institution for increasingly higher standards by allowing us to continually re-examine our educational objectives, our curriculum, our performance as instructors, the growth of students, and the learning process itself.

AN INFORMAL AND BRIEF INTRODUCTION TO THE GENERAL EDUCATION PROGRAM AT OTTAWA UNIVERSITY

Keith Shumway
Director of General Education

Appendix H

There is no magic way to achieve a liberal education, nor even wide agreement on the best way to approach it. In the history of higher education various techniques have developed, ranging from a completely prescribed curriculum on one hand to a complete free choice of courses on the other. Most colleges and universities attempt to arrive at a compromise in which there is some degree of distributional requirements so that students will be exposed to the variety of disciplines in the natural sciences, the social sciences, the humanities, and the arts.

The weakness of all distributional systems is inherent in the pluralistic, atomistic nature of the available choices. College courses are taught by men and women trained in particular academic disciplines. Consequently the integration of the disparate course elements is ignored due to the artificiality of the structure of the system. "Education" is assumed to occur (by implication) in the acquisition of enough course units to equal approximately four years of academic effort.

Insofar as college teachers are themselves products of intensive disciplinary preparation in graduate schools, all too often the tendency is to try to produce "students" who reflect the values and goals of their teachers by following in their footsteps and entering graduate schools in those disciplines. Consequently, little integration of diverse and varied skills of inquiry results - and the ability to apply the mind to the complex, broad, and persistent problems of mankind is only an accidental accomplishment.

A completely pre-determined curriculum is no panacea. Attention to integrative concepts develops, but agreement as to content is difficult to achieve and is always open to attack by the very nature of the arbitrariness of closed systems.

Ottawa University has chosen to try a compromise. It designates a required aspect of its educational program as "general education" which avoids disciplinary compartmentalization by concentrating upon persistent human themes. This general education program makes up about one third of a student's educational investment, and is experiential in emphasis in contrast to the mastery of content and techniques prevalent in traditional disciplines. Further, the common experience of this general education program by the students should lead to a greater sense of community in the institution and encourage cooperative inquiry and endeavor within and without the institution -- in short it should make liberal education a probability rather than an accident.

The remaining two thirds of the program may be devoted to a traditional discipline or to a specific subject of inquiry or concern. At Ottawa this is referred to as the "depth study" area and may further be supplemented by electives or vocational preparation.

This introductory statement does not deal with depth study possibilities, nor with the potentials of our new calendar, advising process, and student life aspects which are also key elements of our objectives. Rather it is intended to discuss general education alone, hoping that readers who are interested in the total program may recognize that this is only one part of a larger whole.

General Education at Ottawa has four elements: (1) the academic "core curriculum"; (2) physical education; (3) a program series of cultural and religious events; and (4) a cross-cultural experience. The four elements are intended to supplement and reinforce each other rather than be isolated aspects of the total program.

Briefly, the academic core consists of three units in the freshman year and three units in the sophomore year which are directed to persistent human themes, and which taken as a whole make up the common academic experience required of all students. Two additional units in the senior year are intended to be devoted to basic issues or concerns and are to be chosen and structured by the students themselves. More about the first two years follows later.

Physical education remains an integral part of our program with emphasis upon fitness and those recreational activities which may persist throughout adult life. Selection from a wide choice of alternative programs will occur during the first two academic years primarily.

The program series is required to the extent that each student will select at least a minimum of events from a diverse variety of religious events, concerts, lectures, films, forums, and theatre.

The cross cultural experience is intended to be an extended off-campus immersion in some culture other than that of the student (i.e., an urban ghetto, an Indian reservation, overseas living, etc.)

Greatest academic curiosity centers about our common core curriculum, however. We sought in each year's three course sequence to seek certain common human themes, within a context of historical continuity and moral relevance. Each of the years deals with the same three themes; man in relation to himself; man in relation to his social order; and man in relation to his natural environment. The two course Senior Core is oriented to problem solving with the content largely subject to student interest and initiative.

In order to engage the attention of beginning college students we selected a focus upon the late 19th and 20th century "problems" (i.e., challenges to the assumptions of modern man) with the expectation that this has more immediate attraction or relevance (not simply timeliness).

For the second year we selected 16th century affirmations about man -- the very affirmations now being challenged in our own time.

It is expected that each unit within each sequence will indicate the common aspects of the three concerns and the interrelations made possible by the historical continuity. The second year provides a counterpoint to the first, recalling the issues and suggested solutions, etc.

Strategically, we believed that the common elements we sought to identify would suffer if we approached the matter abstractly -- thus, for each of the six units we focus upon a seminal figure as a base of reference. For the initial problematic year we selected Freud, Marx and Darwin. For the second year of affirmations we selected Luther, Machiavelli and Copernicus.

Note, however, that each course was not intended to be a course about that seminal figure, but rather that the issues addressed by that person within the context of his own time serves as a point of reference for our inquiry. Thus, we do not deal exhaustively nor exclusively with Freud -- but develop the significance of Freud's insight into man's irrationality as a way of understanding the depth and complexity of man (who thinks of himself as rational).

Tactically we also use each figure as a reference base from which we move to encourage free discussion among students; close and careful reading of a few written elements rather than extensive and slight reading in quantity; and also the development of written communication. These tasks are implicit since we have abandoned all other required courses (such as freshman composition).

Evaluation of students is also shifted from mastery of content toward engagement with ideas. Thus, the process of learning, the interaction within and without each tutorial group is more significant than ability to re-call data for examination. The key factor is experiential rather than recall. Students are divided into small discussion sections with tutors from various academic disciplines -- tutors who are "teachers" rather than experts or sources of content. Grading threats hopefully are played down by awarding only "pass" or "no-credit" as grades.

Those of us who designed the sequences and the total faculty who overwhelmingly approved of it recognize that persistent problems are unavoidable and must be faced continually. The faculty's preparation as disciplinary specialists and the institution's diverse goals will not be easily nor simply satisfied if we create a level of expectation that exceeds realistic fulfillment. We may indeed only begin to learn in many ways -- and need to accept this as reality. Thus, none of the courses will fully satisfy any single discipline, any given teaching style, and any particular learning objective. We may only approach the diversity of techniques by which evidence is assembled and evaluated by a given discipline. The artist, the historian, the biologist, the psychologist -- all may feel their discipline slighted. In the same way, we may look at contemporary problems in the first year -- but no one seriously believes we may fully treat with matters of political unrest, poverty, race religion, etc. with any degree of adequacy.

Therefore, we live in academic tension, seeking to improve our procedures of teaching and learning, choosing a few specific books and films, etc. Much will be left out, much will only be suggested. We will be successful, however, if we do make the beginning, if we can suggest where the problems are, can explore suggested solutions, can be engaged in the realm of ideas, can be directed toward the techniques of self-learning and self-consciousness rather than survival of a course.

Specific course syllabi follow for the eight core courses. Content and procedure of each syllabus is determined jointly by a general education committee, the director of the specific core sequence and input by the tutors involved.

GED 100. MAN AS A PROBLEM TO HIMSELF Freudianism: influences and alternatives

PART I [Pattern/rationale]

Purpose I

To introduce Freud as the main proponent of the irrational [discoverer of the significance of the unconscious] in the 20th century, a man who spoke clearly to modern man of the motivations about which man had little knowledge and over which he had (and has) little control.

A. The pre-Freudian milieu
   1. Social
   2. Philosophical
   3. Scientific
B. Freudian theory
   1. The unconscious as motive
   2. Repression
C. Freud the man and psychoanalytic theory as stemming from and as a reaction to the nineteenth century milieu.

Purpose II

To demonstrate man's recurring involvement with the irrational and to emphasize that Freud is but one person among many who has spoken to his fellows of the power of irrational forces within man; but Freud, through a combination of circumstances was able to speak and be heard.

A. Recurring interest in the irrational as seen in world literature with emphasis on the notion that man's relationship with the irrational forces within him can be, variously, benign or malignant.
B. A history-of-ideas approach designed to ask such questions as
   1. Why has man always been interested in the irrational?
   2. What forms has this interest taken?

Purpose III

To examine the creative act from two focusses: one, the way in which the new (Freudian) rhetoric of the irrational influenced the arts; two, the light cast upon the dynamics underlying the creative act by psychoanalytic theory.

A. Pre-Freudian art history
B. Post-Freudian art: the conscious exploitation of the unconscious
C. The creative person as perennial wooer of the irrational, an outrider for the culture who brings back what he has seen on the penumbra of the cultural vision.

   1. As this pertains to the artist
   2. As this pertains to scientists as creators, using Freud as the prime example.

Purpose IV

To show how an understanding of man may be enhanced through a coherent theory of the irrational.

A. To introduce the aims of psychoanalysis as a technique for understanding and its extensions as a theory of man that has affected public attitudes toward
   1. Mental illness
   2. Religion
   3. What is "normal" behavior
   4. Personal responsibility (the law)
   5. Sex and intimacy (psychic privacy)
   6. The meaning of love

B. To direct students toward the asking of such questions as
   1. How does a theory become disseminated? What happens to it in such a process? (i.e., dilution and distortion through popularization)
   2. What is the usefulness of this or of any idea? Do ideas liberate one from the culture or inculcate one with the values of the culture? Is an idea capable of changing things or is it in itself a symptom of change?

C. To suggest alternatives and reactions to Freud -- i.e., other reactions to the irrational
   1. Methodological reactions to psychoanalysis as science
   2. Behaviorism
   3. Religion
   4. Existentialism
   5. Post-Freudian

D. To suggest ways in which psychoanalysis has enriched itself through using the literature of the past and the ways in which literature or any understanding of man may be enriched through psychoanalytic insights, through the new rhetoric of the irrational

Purpose V

To provide a smorgasbord of "popular culture" in order to indicate the ways in which the psychoanalytic view of the irrational has crept into our culture and to provide students with chances to identify the irrational as it exists in our culture.

- A. Victorian America vs. America of the 1970's
    - 1. The sexual revolution in mass media
    - 2. Censorship
    - 3. Education: problems of permissiveness and repressiveness
- B. Hostility, revolt and repression
    - 1. Civil rights
    - 2. Student movements
- C. The new freedom provided by Post-Freudian insights: value or curse?

PART II [Implementation]

- I. Self-Instruction
    - A. Readings
    - B. Slides
    - C. Tapes
- II. Written Work
    - A. Formal papers
        - 1. Comparing views of the irrational
        - 2. Evaluations of psychoanalytic literary criticism
        - 3. Analysis of unconscious aspects of pop-culture
    - B. Personal journal (see also under "experiential")

Each student will keep a free-wheeling record of his reactions to the course and its effects upon him, in terms of any increased awareness he may have of himself, his interactions with others or of his culture. Though no emphasis on technical writing facility is planned, the students should gain some writing facility as part of a general desire to communicate experience. The journal, then, will function in several ways:

1. To keep track of student progress in the course.
2. To provide an outlet for students who feel too strongly the pressures they are up against.
3. To enhance the possibility of self-observation and group-observation of and in the students -- perhaps even allowing the students to see the irrational at work in their own lives.

III. Formal Inputs

- A. Various lectures (approximately two per week) on topics hinted at in the five purposes
- B. Films and plays

IV. Discussion: to be keyed to formal inputs, self-instruction materials, and written work. Discussion is *not* to be tutorial-sized lectures.

V. Experiential

- A. The journal: The written account of each student's personal and (hopefully) growing experience with the motivations of his own daily life.
- B. The organization of field-trips to Osawatomie State Hospital where each Core Seminar group will give a party for an equal number of patients, toward the purposes of providing the students with an opportunity to visit such patients in an atmosphere as free from condescension as possible.
- C. Role-playing: to acquaint students with the possibilities of behavior and ways of thinking outside their normal patterns.
- D. Experiments with nonverbal reactions to music, art, and literature in order to hint at the power of the irrational in creativity.

GED 100 Week by week focus, inputs, etc.

WEEK I: A potpourri of the irrational

Inputs: 1) *Bacchae* (faculty reading)
2) Hypnotism (lecture-demonstration)
3) Orientation to the Core experience

Readings: *Bacchae*
A collection of excerpts, ancient and modern, dealing with the irrational

Discussion: Meaning of the irrational, using excerpts, *Bacchae*, etc.
Journal is begun and will continue all seven weeks. No formal paper.
Students will be given written directions about the journal.

WEEK II: Sigmund Freud

Inputs: two lectures: Freud's position on the irrational
Freud -- his scientific and social milieu

Readings: Freud, Introductory Lectures
Glossary of frequently used terms
Handouts of periodicals of 19th century
Discussion: Over the Introductory Lectures
Formal paper

WEEK III: The Creative Act -- rational and irrational concepts: imagination, genius, inspiration, the muse, etc.
Inputs: Lectures: The Creative Act
Freud's understanding of the creative process
Films: "Dada," "Picasso," "Creativity," plus others
Readings: Various excerpts from the writings of Koestler, Whitehead, Tillich, and Berdyaev
Other: Introduction of non-verbal projects to be chosen by students in areas of art, dance, film, music, etc.

WEEK IV: Basic assumptions about man
Inputs: Lecture: Psychoanalytic assumptions of man vs. some alternative assumptions about man
Readings: Selections from Freud's Introductory Lectures
Discussion: Alternative assumptions
Writing: Students will do research and write a paper on the "system" of their choice

WEEK V: The application of some basic assumptions of man to his present cultural phenomena
Inputs: Lectures: 1) The New Romanticism: anti-rational
- a. music
- b. drugs
- c. astrology
- d. sex

2) The dynalics of prejudice
3) Censorship or societal repression
Film: a "pop" to be selected
Readings: Excerpts from current magazines, short stories, TV scripts, etc.
Discussion: Of lectures, readings, and films
Writing: A paper on some facet of pop culture as seen from some systemized assumptions about man

WEEK VI: The future of man

Inputs: Lectures:
1) different outcomes depending on what basic assumptions of man one takes
2) how do our basic assumptions about man effect change in family, society, and nations?

Readings: Various handouts, article on "future-shock", etc.

Discussion: Over the alternative futures

Writing: From the standpoint of Freudian assumptions of man or of the basic assumptions of man chosen in week four, assess the adequacy of one view of the future

GED 100 -- Freud core day by day for Session 1

Note: The following is subject to minor modifications depending upon film or book availability, group consent, etc. Common inputs are indicated at which time all students and tutors are expected to be present. Discussion within the individual sections is obviously dependent upon many factors such as the direction of the interests taken by the group, the resourcefulness of the tutor, etc. Thus, although discussion topics are indicated below, they are merely suggestive and indicative of the development of the subject matter sought by the core committee and core faculty.

Wed. Sept. 9:	Meet in individual seminars: meet your group. Assign journal. Pass out quotes on irrational. Assign Bacchae [reading optional] Explain what the Core is about.
Thurs. Sept. 10:	Meet in common: Bacchae, faculty reading.
Fri. Sept. 11:	SEMINARS: Discuss Bacchae and the irrational.
Mon. Sept. 14:	COMMON: Hypnotism demonstration (Students to start reading Freud's Introduction Lectures, part 1)
Tues. Sept. 15:	SEMINARS: Discussion of hypnotism [Break at 8:45 for Core Tutors meeting]
Wed. Sept. 16:	COMMON: Fowler lecture: Freud's position on the irrational. Students begin reading section II (dreams) in Freud.
Thurs. Sept. 17:	COMMON: Shumway lecture: Freud's Social and Scientific Milieu
Fri. Sept. 18:	SEMINARS: discussion of lectures. Working toward a definition of the irrational. Assign short paper: "What is the irrational?" (Use of Freud, potpourri, Bacchae for evidence, sources, etc.)
Mon. Sept. 21:	SEMINARS: Paper due. Discussion of dreams
Tues. Sept. 22:	COMMON: Picasso film -- Core tutors meeting afterward
Wed. Sept. 23:	COMMON: films: "Dada" and "The Creative Act"

Thurs. Sept. 24:	WORKSHOPS: 1) dance; 2) art; 3) music; 4) photography
Fri. Sept. 25:	WORKSHOPS cont.
Mon. Sept. 28:	SEMINARS: art in groups
Tues. Sept. 29:	COMMON: Bobbish lecture: Freud's understanding of the creative process. Core tutor's meeting.
Wed. Sept. 30:	SEMINARS: catch up period. (Handouts on Freud and alternatives)
Thurs. Oct. 1:	COMMON: Dr. Ack [?] lecture: The Freudian View of Man
Fri. Oct. 2:	COMMON: Germer lecture: Alternative views of man. Assign paper: What is Your View of Man?
Mon. Oct. 5:	SEMINARS: Discuss alternative views. Paper due.
Tues. Oct. 6:	SEMINARS: Discuss papers. Assign Hamlet and Oedipus [Hamlet film in evening] Core Tutors meeting
Wed. Oct. 7:	COMMON: Harris lecture: Using Freudian theories to view the past.
Thurs. Oct. 8:	COMMON: Oedipus film
Fri. Oct. 9:	SEMINARS: Discussion: Hamlet and Oedipus
Mon. Oct. 12:	Open
Tues. Oct. 13:	SEMINARS: Discussion. Core tutors meeting.
Wed. Oct. 14:	COMMON: Fowler lecture: The New Romanticism. Assign to read Black Rage [may substitute or add The Mark of Oppression]
Thurs. Oct. 15:	COMMON: popular film [to be determined, perhaps Woodstock] Assign paper on popular culture.
Fri. Oct. 16:	SEMINARS: discussion of inputs
Mon. Oct. 19:	COMMON: input on prejudice [to be determined: lecture least preferred]
Tues. Oct. 20:	SEMINARS: discussion. Core tutors meeting.
Wed. Oct. 21:	COMMON: debate and student panel: "Pornography and Obscenity as it Relates to the Youth culture" [assign paper?]
Thurs. Oct. 22:	SEMINARS: discussion
Fri. Oct. 23:	SEMINARS: discussion
Mon. Oct. 26:	SEMINARS: discussion. Paper due.
Tues. Oct. 27:	Final Day -- open

CED 200: SOCIETY AS A HUMAN CONSTRUCT

Marx - the history of human relations determined by economics

Goals

Solidify the concept of View of Man

Understand the Marxian view of man, its scientific basis, its roots in economics

Understand the uses of Marxist thought by Communist thinkers

See the ramifications of Marxist thought on economic development in U. S. society

Examine the influence of Marxist thought in non-economic areas (art)

Introduce the student to the basic philosophical writings of Marx

Prepare the student to discuss contemporary problems relating to Marxian ideology

Objectives

Have the student be able to write definitions of major terms in Marxian thought

To enable the student to differentiate between the philosophy of Marx and the reality of Communism in Russia and China

To prepare the student to compare and contrast American attitudes toward Communism

To enable the student to outline the major features of Marx's philosophy in the Communist Manifesto

Method

Lecture: 19th Century Social History
Philosophy of Marx
Marxism in Russia
U. S. and Communism
deGeorge on Marxism

Film: *Marxism*, *Grapes of Wrath*, *The Organizer*, *Point of Order*

Readings: *Communist Manifesto*
Hunt, *Theory and Practice of Communism*
Dickens

Play: *Waiting for Lefty*

GED 300: MAN'S PLACE IN THE NATURAL ORDER

Goals

The student should gain an insight of the past through an understanding of a static view of life as opposed to a dynamic view of life.

The student should gain an insight into the theory of evolution as given by Charles Darwin as well as understand the synthesis of Darwin's concept with the knowledge of genetics.

The student should gain an understanding of the scientific method. (This will be accomplished by laboratory work.)

The student should be able to relate the theory of evolution to his life and the implications of the theory to the present ecological, population and eugenic problems.

The student should be able to form realistic hypotheses projecting his future existence based on present knowledge and its implications for the futures of mankind.

Behavioral Objectives

The student will be able to list and explain the basic tenants of Darwin's theory of evolution by natural selection.

The student will be able to explain what is meant by the term 'scientific method.'

The student will be able to demonstrate by diagram or words Mendel's basic laws and explain their relationship to Darwin's theory of evolution.

The student will be able to explain how knowledge of the ecosystem is related to the future of life on this planet.

The student will be able to predict the probable result of the uncontrolled growth of a population of organisms.

The student will be able to, in writing, explain 'Pre-Darwin' and 'Post-Darwin' views of the world.

The student will be able to explain the relationships between the fossil record and Darwin's theory of evolution.

The student will be able to gather data and put this data into a form usable in a debate.

The student will be able to explain the procedures necessary to undertake an experiment.

Texts (read 3 of 4)

Boulding, Meaning of the 20th Century

Clarke, Childhood's End

Dubos, Mirage of Health

Morris, The Naked Ape

plus Toffler, Future Shock (excerpt)

Day to Day Schedule, Four Weeks, Two Meetings Per Day

Jan. 9: Common Meeting: Overview and Expectations -- Neil Harris

Small Group Meetings: Discuss reading assignment and evaluation,
Assign and discuss Balanced Aquarium
Assign "Futures Paper" paper to have 3 or 4 revisions
Discuss "Small Problems"

Jan. 10: Common Meeting: History of Evolution, Darwin's Concept, Some Evidence for theory -- Ed Morrissey. Quiz

Small Group Meetings: Assign Fruit Fly lab to one-half of group
Give debate topics and assign paper on debate topics - paper to have 3 or 4 revisions
Discussion of Lecture and/or Small Problem

Jan. 11: Common Meeting: Neo-Darwinism -- Ed Morrissey. Quiz.

Small Group Meetings: Assign Fruit Fly lab to one-half of group
Assign debate topics
Discussion of Lecture and/or Small Problems

Jan. 12: Common Meeting: Discussion of Method of Debate -- Quincalee Striegel. Quiz

Small Group Meetings: Clarification of Lecture
Discussion of Small Problems
Introduce and assign puzzles

Jan. 15: Conferences with students on first edition of "Futures Papers" and/or Debate Topic
Discuss progress of Balanced Aquarium

Discussion of purpose of trip to K. U.
Hand out the "Information Gathering" assignment
Begin evaluation of first book

Jan. 16: Common Meeting: Population Dynamics -- Morrissey. Quiz, Mini-Courses

Discussion on Lecture, Small Problems. Mini-Courses

Jan. 17: One-half of small groups to K. U. museum and library

Other groups use this day to discuss Papers, Books, Labs, Debate Topics

Jan. 18: Common Meeting: Ecosystems -- Ed Morrissey. Quiz

Discussion of Lectures, Small Problems

Jan. 19: One-half of small groups to K. U. museum and library

Other groups use this day to discuss Papers, Books, Labs, Debate Topics

Jan. 22: Common Meeting: Probability - Its Application to the Scientific Method and Prediction -- Peter Flusser. Quiz

Small Group Meeting: Discussion of Lecture
Small Problems
"Papers"
Evaluation of second book

Jan. 23: Common Meeting: Future Shock film. Mini-Courses.

Small Group Meeting: Discussion of Movie, Small Problems. Mini-Courses

Jan. 24: Common Meeting: Static Worldview vs. Fluid Worldview -- Tom Maher Quiz

Small Group Meeting: Discussion of Lecture, Small Problems

Jan. 25: Tutors Discretion: Individual Conferences, Discussion of Debate Topics

Small Problems, Books, Progress in Laboratory assignments, Evaluation of Second Edition of "Papers"

Jan. 26: Same as Jan. 25.

Jan. 29: Evaluation of third book

Debate

Jan. 30: Final edition of "Papers" collected by tutors. Mini-Courses

Debate. Mini-Courses

Jan. 31: Debates
Debates
Feb. 1: Debates
Debates -- Awards Banquet
Feb. 2: Final Evaluation
Post-Test

GED 400: MAN'S PLACE IN THE NATURAL ORDER

Copernicus Core -- Issues and Content Outline

Purposes:

To show man's recurring involvement with changing scientific concepts and the effects of this upon man.

To investigate the relationship between science, society, and the individual person.

To investigate how man tried to explain and understand nature.

I. Man's understanding of his place in the universe

A. Cosmological views (particularly pre-Copernican)

1. What is the relationship between a cosmological model and actual observations? What is a "cosmos" and why is it important to us? What constitutes an adequate cosmological model and why do we accept or reject it?

readings: Aristotle, "On the Heavens"
Lucretius, "The Nature of the Universe"

2. What influence do social and cultural factors have on our worldview? What place does or ought cultural factors play in determining our understanding of truth?

readings: P. Frank, "The Acceptance of Scientific Theories"
E. Schrodinger, "Is Science a Fashion of the Times?"

3. What can man know and what are the limits of his understanding?

readings: Polanyi, "Passion and Controversy in Science"
C. Benjamin, "Science and its Presuppositions"

4. What is the relation between cosmology and religion, ethics, politics? What role did ancient cosmologies play in helping man to know who he was? What and why astrology?

readings: Toulmin & Goodfield, The Fabric of the Heavens
Goodavage, Write Your Own Horoscope

also use Lab "D" - Ancient Cosmologies, Lab "B" - Magic Squares

B. Science Fiction may provide an access route into issues of man's understanding of nature, changing concepts, and the relation of science and society. Some of the following are just suggestions for reading: Asimov, Nine Tomorrows; Asimov, Foundation; Bradbury, Martian Chronicles; C. S. Lewis, Out of the Silent Planet.

II. Copernicus and His Time

- A. The Renaissance
  - 1. New role for man
    - a. Active searching, not passive
    - b. Ability to know truth without prophet
      - 1. unification of knowledge, not theological/scientific split
      - 2. universality of physical phenomena

    Issues: How do we determine the nature of reality? Must man's intellect carry him beyond the limitation of his senses? Is all knowledge accessible to man? Are there sacred realms which may be dealt with only by revelation or faith?
  - 2. New place for man in the universe
    - a. Individual rather than link in chain
    - b. Discontinuity of affairs of heaven and affairs of men

    Issues: Is alienation a result of the disappearance of set hierarchy and order cast in doubt? What is man's place? Was man's security shattered or was he, in fact, liberated? Is the king subject to the same forces as the peasant which are the same forces which govern the natural world?
  - 3. Common Renaissance themes
    - a. Rediscovery of classical traditions
    - b. Age of exploration (compare to Middle Ages, 19th century, and modern attitudes)
- B. Copernicus' Role
  - 1. Life and achievements of Copernicus
  - 2. Setting of Copernicus -- state of science in 1500's
  - 3. Statement of Copernican Theory

    Issues: Why was a new system needed and devised? What is a scientific truth; is there such a thing? Aren't scientific truths constantly changing? How are conceptions changed? What impact on man's existence did this discovery make? How can we compare that impact to the impact made today by advances in basic science [illegible] technology (applied science)? In truth, what does the common man's universe consist of? How ptolemic is our world view even today? Did man's backyard experience world view really change?

III. The Copernican Revolution

A. The New Insight of Kepler

1. The difficulties with the Copernican system
2. The gropings of Johannes Kepler for a better description
3. The observational talents of Tycho de Brahe
4. The joint work of Brahe and Kepler
5. The travails of the birth of a new idea (Kepler's three laws)
6. The Aristotelian influence still present in Kepler's work, versus an attempt to introduce physics into his system
7. The relationship between Kepler and Galileo
8. The gathering clouds (the 30-year Wars and the Spanish Inquisition) and the place of men of learning during those days

B. Galileo

1. His defense of the Copernican system
2. His cavalier treatment of Kepler
3. His telescopic observations -- Jupiter, Saturn, Venus, sun spots
4. His arrogance and the difficulties it got him into
5. The building up of his differences with the church
6. The trial of Galileo
7. His insistance on the importance of observation
8. Insight into the nature of knowledge -- physical world and self
9. The strength of his convictions
10. The quality of his observational work -- his simple instruments and the orderly sequence in which he carried out experiments
11. His development of ideas of physics
12. Complete overthrow of the physical conceptions in the works of Aristotle
13. The union of mathematical and physical truth

C. The Newtonian Synthesis

1. The nature of Newton's insight -- introduction of the *why* to explain the *how*
2. The development of mathematical tools needed to synthesize experimental data and the theoretical reasoning
3. Newton's contribution to the experimental method
4. The results of Newton's work -- a mechanistic world, based on natural law
5. The emphasis on the inductive method, but also the place of the deductive method in science

Issues: The dual role of logic and experiment in science. The freedom of the scientist to pursue his inquiry without interference from Church, State, or other vested interests. How hard it is for new ideas to be born. The current problems of security and vested interests. Arguments among scientists -- they are human beings. The tentative nature of all physical theories (Newton's Law of Gravitation vs. Einstein's Relativity). The dual role of mathematics -- (a) as a tool for analysis of physical problems, and (b) as a language of its own (deductive logic). Deductive versus inductive reasoning.

D. Sources

The main source here is Toulmin & Goodfield, The Fabric of the Heavens. Other sources include: Arthur Koestler, The Sleepwalkers; Thomas Kuhn, The Copernican Revolution; Labs A, C, E, F.

IV. The New Cosmologies

A. Scientific Models

1. What is a scientific model?

Toulmin "Discovery," Chapter II from The Philosophy of Science

Sandstrom (lecture) "Scientific Models"

2. The theory of relativity as a model

Landau & Rumer, What is Relativity?

Some questions and problems:

How does a model differ from reality? Is a model real?

What role does mathematics play in the development of scientific models?

Should the scientist be considered responsible for the discoveries or contributions he makes? Consider Einstein and atomic energy or pollution or chemical and biological warfare.

If a scientist discovers that light can be modified so that it can cut steel and injure life, what should that scientist do with respect to the discovery?

B. New Models of the Universe

Resources: Gamow, "Modern Cosmology"
Dr. Bemmels (lecture) "Newer Models of the Universe"
Landau & Rumer

Some questions and problems:

What different models of the universe are there?

What is the origin of the Universe?

Has science caused an alienation of man from nature?

What is a cosmos? How is it related to the individual?

Why or how is the present view of the world superior to the Ptolemaic?

What is the relation between physical cosmology and religion?

How does man's attitude today differ from previous periods with respect to nature? Is this progress?

Can something be done about man's alienation from nature?

Laboratories and experiential options

I. Observe the night sky

- keep a notebook of naked eye observations of the sky
- identify constellations
- keep a notebook of observations of the sky over a period of time
- use telescope in groups

II. Audiotutorial Labs

A. Planetary Orbits

* B. Magic Squares

* C. The Solar System and the Universe

* D. Ancient Cosmologies

* E. The Pendulum

F. Defining Science

G. The Scientific Method and Logic

* These labs may be brought into the classroom

III. Possible additional inputs and suggestions

A. Visit planetarium at Washburn

B. Act out cosmological models in class or late at night using flashlights. (Koestler has good summary of different models.)

C. Observe the sky as a group

GED 500: SOCIETY AS HUMAN CONSTRUCT

Machiavelli Core Outline

> "it was not the revival of antiquity alone, but its union with the genius of the Italian people, which achieved the conquest of the Western World... In the character of these states, whether republics or despotism, lies, not the only, but the chief reason for the early development of the Italian. To this it is due that he was the first-born among the sons of Modern Europe ...Since, again, the Italians were the first modern people of Europe who gave themselves boldly to speculation on freedom and necessity, and since they did so under violent and lawless political circumstances, in which evil seemed often to win a splendid and lasting victory, their belief in God began to waver, and their view of the government of the world became fatalistic."
>
> Burckhardt

Purpose:

To consider political order as a human construct, dynamic and subject to change;

To consider power as the key to change;

To consider kinds of power, especially Machiavelli's analysis of power and authority;

To consider 16th Century questions of political authority as an index to 20th Century questions of order and the role of the state.

Part I

Introduction to Machiavelli Core

A. Clarification of purpose

B. Machiavelli Tests and games

Part II

Machiavelli's World

A. Intellectual Currents of Renaissance

1. Medieval antecedents (social, religious, economic, aesthetic concerns)
2. Classical Revival
3. Humanism
    - Ambitious commercialism
    - Geographical exploration
    - Scientism
    - Education (virtue replaces nobility)
    - Secularization
    - Individualism

B. Patterns of political structure (religious, hereditary, economic, militaristic)

1. Italian
    - Papacy
    - Republics
    - Kingdoms
    - City States
        - Florence
        - Venice
        - Milan
2. Other
    - Feudal Monarchy
    - Constitutional Monarchy

Questions stemming from these considerations:

1. What is the function of political theory?
   To "set before mankind an ideal commonwealth"?
   To describe "the general rules governing political behavior as it is"?
   To define the "actual functions of government"?

2. What is the end of society? common good?
   spiritual well-being?
   personal gain?
   protection?
3. What are the means necessary to achieve the society's goal?
   What is the rational for power?
   What kind of power can best unify, strengthen and achieve the goal of a state?

Part III Machiavelli

A. Biography - Life in Florence, developing view of man

B. Machiavelli's consideration of problems of state

C. Machiavelli's consideration of the model leader and his political techniques

Questions stemming from these considerations:

1. Was Machiavelli a patriot, political scientist, cynic?
   Was his concern for the "people", the state, his own political future?
   How does his view of "fortune" and the nature of man influence his political theory?
2. Is morality necessarily subject to political expediency in a political order?
3. What are the rights and duties of individuals within the state?
   What is the state's responsibility to the citizen?
4. What are the appropriate responses of the state to internal factions?
5. What is the state's role in the community of states?

Part IV The Twentieth Century

The purpose of this section is to apply questions from 1-IV to 20th Century problems, both foreign and domestic, and to encourage independent work on the part of the student. The main task of tutors, during this time, will be to aid students in discovering suitable topics and resource material.

Questions:

1. How have certain key figures held power and how did they use it?
2. What is the modern state? How have concepts of the state changed during the 20th Century?
3. What is the modern state used for?
4. What are the characteristics of the modern leader?
5. How formative have religious and economic pressures been on political currents?
6. What is the function of political science?
7. Is Machiavelli's theory of the evolving state present in the modern emerging state?
8. What theories of power are available today?

Day to Day Schedule

Feb. 1: Common: Introduction to GED 500
Small Groups: Mach tests, Assign Gillmore

Feb. 3: Common: (Lecture) "Renaissance Art and Background"

Feb. 4: Small Groups: Mach games

Feb. 7: Small Groups: Mach games, assign Machiavelli

Feb. 8: Common: Prof. DeLamar Jensen - "Machiavelli and His Time"
Film: "Making of the President 1960"

Feb. 10: Small Groups

Feb. 11: Small Groups: assign Jensen

Feb. 14: Common: (Film) "Napoleon: The Making of a Dictator"

Feb. 15: Small Groups

Feb. 17: Advising and Evaluation day

Feb. 18: Small Groups

Feb. 21: Small Groups

Feb. 22: Common: (film) "Napoleon: The End of a Dictator"
Film: "Television and Politics"

Feb. 24: Common: (lecture) "Development of Machiavellianism"
Film: "Making of the President 1968"

Feb. 25: Small Groups: Assign King and Carmichael

Feb. 28: Common: (film) "Mein Kampf", "The Last Hurrah"

Feb. 29: Small Groups

Mar. 2: Common: (panel) "Alternatives to Machiavelli"

Mar. 3: Small Groups

Mar. 6: Common: (film) "All the Kings Men"

Mar. 7: Small Groups

Mar. 9: Common: Reading Theater

Mar. 10: Research and Consultation

Mar. 13: Research and Consultation

Mar. 14: Research and Consultation

Mar. 16: Presentations of final papers

Mar. 17: Presentations of final papers

Mar. 20: Presentations, Mach Tests

Mar. 21: Evaluation

GED 600: MAN AS A PROBLEM TO HIMSELF

Martin Luther: Man's Relation to Himself

> "Role, or identity, is now so important that it must be achieved before we set out to find a goal. We can no longer afford to ignore this new priority in human motivation. Institutions that ignore the new motivational sequence -- role before goal -- will fail."
>
> William Glasser

Part I Man as a Problem to Himself: Ultimate Questions, Self-Identity and Religion

goal: To gain an understanding of the intimate correlation between such recurring human problems or questions as suffering, guilt, hope, trust, doubt, vocation, and purpose and the nature of religious faith.

readings: James Baldwin, *The Fire Next Time*

Archibald MacLeish, *JB* (play, optional)

inputs: film: *On the Beach*

Man's Search for Identity (Module including sound and slides, available in library)

Who Am I? Where Did I Come From? Where Am I Going? The Eternal Questions (Module including slides and tape or record, available in the GED Office)

"Man's Basic Questions in Different Historical Periods" (Cassette tape available in library audio-tutorial lab or GED Office; based on Chapter 2 of Paul Tillich's *The Courage To Be*.)

Part II Luther in his own historical setting, his struggle for righteousness before God, and his own appropriation of the Christian message: Bondage and Freedom

goal: To understand Luther and his affirmations in the context of his own time and struggle, and also in terms of his interpretation of man's predicament.

readings: Roland Bainton, *Here I Stand*

John Dillenberger (editor), *Martin Luther: Selections*. Note particularly: "The Freedom of a Christian," "Two Kinds of Righteousness," "Commentary of Galatians," "The Pagan Servitude of the Church," "The 95 Theses," "The Bondage of the Will"

"Against the Robbing and Murdering Hordes of Peasants"
"Sermon on Matthew 8:23-27"
(mimeo handouts of pieces by Martin Luther)

inputs: film: *Seventh Seal*

film: *Martin Luther*

"The Self-Understanding of Man in Renaissance and Baroque Art: da Vinci vs. Durer, Michelangelo vs. Bernini"
(art presentation by Mr. Hutchinson)

"Reformations and Revolutions" UPS lecture which should be attended by students in Sophomore Core. By Dr. Joseph Pickle.

Martin Luther and the Reformation A series of four 90-minute talks by the distinguished Luther scholar Roland Bainton; on cassettes, covering following topics:

1. "Luther and the Reformation"
2A. "Martin Luther's Christmas Story"
2B. "An Interview with Dr. Bainton"
3. "Erasmus: Prophet of Unity"
4. "Women of the Reformation"

Part III Luther and Beyond: Problems of Life-Style and Identity

goals: To see how Luther's basic understanding of man coram deo issued in profound implications for life-style, personal ethics and social ethics.

To consider the problems of life-style and identity not only in Luther's age but also our own.

readings & inputs: Bainton, especially chapters 11-22

Dillenberger, Selections, particularly "The Freedom of a Christian," "Secular Authority: To What Extent it Should Be Obeyed," and "Appeal to the Nobility of the German Nation"

Martin Luther King, Jr., "Letter from Birmingham Jail" (mimeo)

Charles Reich, The Greening of America

"Luther on Vocation" (cassette tape lecturette available in GED Office)

A. Luther's View of Identity and Life-Style, and Relation to Social Context

1. What is Luther's view of vocation, and why is it important?
2. Was Luther "revolutionary"? In what ways? Was Luther "conservative"? In what ways?
3. How would you describe Luther's view of personal ethics? Social ethics?
4. What did Luther see as the place of political authority in determining life-styles and actions?
5. What did Luther see as involved in a "Christian" life-style? Is that the same or different today?

B. Modern and Contemporary Religious Thinkers

1. What issues are being discussed by those thinkers who "set the tone" for contemporary estimates of religion and identity?
2. What "view of man" is held by Buber, Cox, Bonhoeffer, Tillich, Niebuhr or others?
3. What problems are there for contemporary belief?

4. How do these contemporary thinkers view religious faith? Has it been enhanced? Or is it diminishing? How has religion changed since Luther's day?
5. How effective or ineffective are religious institutions today?
6. What is the future of religious belief in a secularized society?

C. Life-Style and Identity as Viewed by Current "Secular" Writers and Novelists

1. What role do they see for religion in man's grasp for his own identity?
2. What problems or questions for identity do they seem to feel are important?
3. What are the key authorities which determine man's view of himself today?
4. What factors do these writers see preventing the individual from coming to the fullest possible realization of his identity?
5. Who do they see as examples or models or persons worthy of being followed?
6. What changes are taking place in man's identity today? What causes such changes?
7. Has modern science changed man's view of himself and his identity?

Part IV Perspective on Human Identity: An Attempt to analyze different views and synthesize a "view of man"

goal: To gain perspective not only on Luther, but upon the fundamental issues of human nature reflected in all the Core sequence, and to attempt to set forth your own view of man and identity.

The following questions should be a guide to this section:

1. What was the view of man and his identity presented or presupposed by Freud? Marx? Darwin? Copernicus? Machiavelli?
2. What significant problems or questions must any view of man address? Who is addressing these questions? How adequately?
3. Does someone need to articulate a view of man for himself? How important is it to be rational about this? Is it possible to be rational about this?
4. What are the key problems or questions about the nature of human identity which you wonder about?
5. Based on your analysis of different views of man, the problems you think a view of man should be able to answer, and your recognition of persons dealing with these, what is your view of human identity?

List of Common Meetings for Luther Core

April 10: Introduction to GED 600

Lecture on issues of Luther Core and showing how Core sequence brings us back full circle to the question of man's relation to himself. Mr. Germer.

April 12: On the Beach Full-length feature film, 133 minutes

The last survivors of World War III are living in Australia awaiting the end as radio active fallout heads their way. Based on Nevil Shute's book.

April 19: Seventh Seal Full-length feature film, 96 minutes

One of Ingmar Bergman's best. Antonious Block returns from the fourteenth century Crusades to find Plague in Europe, and Block plays a game with Death in hopes of outwitting him. Film gives tone of medieval life and symbolism.

April 24: Martin Luther Film in three parts, 100 minutes

This is one of the best films ever produced on the life of Luther. It gives close and accurate attention to historical detail.

May 10: "De-Provincializing the Reformation" Panel and discussions

Three presentations will be made which intend to provoke reactions. They will "unsettle" the usual "Protestant good-guys, Catholic bad-guys" view of the Reformation. After the three presentations we will break into three groups to discuss aspects and issues in the three presentations.

May 14: UPS event, Dr. Joseph Pickle: "Reformations and Revolutions"

Dr. Pickle is Associate Professor of Religion at Colorado College in Colorado Springs. He is well qualified to speak on Luther and issues related to change not only in Luther's time but also our own.

May 17: "The Self-Understanding of Man in Renaissance and Baroque Art"

Mr. Hutchinson will make another of his renowned Art presentations. Coming in for special attention here will be Albrecht Durer (whose work was closely associated with the German Reformation) and the contrast between Italian and German artistic sensibility.

GED 700 and 800 SENIOR CORE

INTRODUCTION TO SENIOR CORE

The Nature of Senior Core

Senior Core has several dimensions. These dimensions may be identified as a problem dimension, a group dimension, and a task dimension -- dimensions which overlap to a great extent.

Senior Core is concerned with problems of a societal nature. The emphasis in Senior Core is on the study of problems. Some of the studies done in the past in Senior Core have had potential for aiding in doing something about problems. Some Senior Core groups in the past have attempted to extend their study of a problem to do something about the problem.

The effective study of problems is a necessary condition for being effective in doing something about problems. The study of problems involves the use and development of variety of behaviors and skills. Information must be gathered. There must be analysis and synthesis of information. Ideas must be communicated in oral, written and other forms.

In Senior Core, small groups -- usually of 4-7 members -- study problems. It is not one individual but several individuals who work together on a problem. Some of us prefer more than others to work in groups. Working in groups has its frustrations. For better or for worse, working in groups on problems has become a characteristic of world societies today. Whatever one's perferences, it seemingly is a necessary part of one's general education to have knowledge of the functioning of groups and to be able to function in groups. Functioning in groups requires the use and development of a variety of behaviors and skills.

Finally, Senior Core has a task dimension. Work on problems requires the performance of tasks. The groups which work on problems are task groups. Both individuals and groups must perform tasks. The performance of tasks requires the use and development of certain behaviors and skills. Work must be planned, organized and evaluated. Skills of an administrative nature are required.

Examining Boards

A new and important element in Senior Core is the use of examining boards. The functions of these boards will be to examine the work of groups and to a lesser extent, the work of individuals, to evaluate the work, and to provide feedback concerning progress in work on the problem. In "Group Assignments" see assignments 2 and 3. In "Individual Assignments" see assignments 3, 4, 6 and 7.

Membership on the examining boards will consist of usually Senior Core tutors and other faculty and administrators from the Ottawa University Community. In some instances, individuals from outside the University community may be on the boards. The Senior Core tutor supervising problem groups will not be on the examining boards for those groups which he is supervising. He may participate in the sessions in which problem groups under his supervision are examined. Appointments to the examining boards will be made by the Senior Core Director in consultation with tutors and problem groups.

The Roles of the Tutor

The tutors in Senior Core have two roles which may be identified as facilitator and evaluator.

Initially, as facilitator, the tutor will organize discussions on the history, purpose, and future of Senior Core, the General Education Program, and the Ottawa University Program. He will provide experiences for the purpose of sensitizing students to and helping students develop some of the behaviors and skills necessary to work on problems in small task groups. He will assist in organizing the problem groups.

After the problem groups are organized, the tutor's role of facilitator will be somewhat similar to that of a consultant. He will respond to questions posed by the group, give advice on the various aspects of working on the problem, and will raise questions for the purpose of stimulating individuals and groups to reflect upon what they are doing and not doing. Frequently, a tutor may not attend the meetings of problem task groups.

A second role of a tutor is that of evaluator. The tutor has the role of evaluating student performance and providing a grade. In providing a grade, the tutor is performing the function of certifying to others inside and outside the University that a student has had certain experiences and has worked at certain levels of performance. In being evaluated by the tutor, the student is in a situation very similar to situations which students will confront -- and perhaps have confronted -- in work experiences outside the University. Instead of the possibility of losing one's job, the student in Senior Core is confronted with the possibility of being given a withdrawal card or a No Credit. The possibility exists of being given a withdrawal card or a No Credit well before the end of the session.

Schedule

This schedule is designed to present an approximate outline of the sequence and timing of events in Senior Core over Sessions I and II. Specific dates for the submission of assignments and other events will be set in consultation between core tutors, individual students, problem groups and, in some instances, examining boards.

Week 1

Orientation to the Core: history and purpose; overview and potentialities

Discussion of OU programs: overview of college career

Testing

Weeks 2-3

Sensitizing to and development of some of behaviors and skills necessary to work on problems in small task groups

Submit Individual Assignment #1

Weeks 4-5

Formation of Problem Task Groups

Submit Group Assignment #1 Examining Boards formed

Submit Individual Assignment #2

Weeks 6-9

Analysis of problem by task group

Submit Group Assignment #2

Submit Individual Assignment #3 and carry out Individual Assignment #4

Weeks 10-13

Submit Individual Assignment #4

Task group decides what to do about problem

Submit Group Assignment #3

Submit Individual Assignment #5

Submit Individual Assignment #6 and carry out Individual Assignment #7

Week 14

Assess Core experience

Submit Individual Assignment #8

Senior Core Individual Assignments

Specific dates on which the assignments are due will be determined in consultation with the Core tutor and the group in which the individual is working. Additional assignments may be given at the discretion of Core tutor(s) and problem task groups.

Assignment #1

Each student will submit to the Core tutor written description of two problems. A student may collaborate with one or more students in writing the descriptions. One of the problems must be from the depth study of the student. The other problem may or may not be from the depth study.

The descriptions need not be exhaustive with regard to the details of the problems. They should be sufficiently detailed so as to provide a basis for a reasoned selection of problems on which a group may work. The judgment for determining whether the description provides a basis for reasoned selection is the responsibility of the core tutor.

Information should be presented in the descriptions pertaining to the criteria presented below for determining what problems are acceptable for work in Senior Core. The criteria are the following:

(1) It must be a problem in the sense that there are differences between the situation which should exist (values) and the situation which actually exists. Something must be wrong.

(2) The problem must be symptomatic of larger concerns in the society. Examination of problems in the local and regional area is encouraged, but such local and regional problems must be "representative" or "symptomatic" of problems existing in the United States or world societies.

(3) The problem must be persistent in that it not only exists in the present, but has a past and alternative futures.

(4) The problem must have definable and discernible boundaries.

(5) The problem must be researchable at some level within the time boundaries of Senior Core.

(6) The problem must be multi-dimensional in that it should have aspects relating to a number of disciplines, professions, or points of view.

The problems whose descriptions are submitted will serve as a pool of problems from which problems will be selected for examination for the remainder of Senior Core 700-800.

Assignment #2

In accordance with one's responsibilities generally described in the problem group plan for developing a presentation justifying the examination of a problem and analyzing the problem, each student is to submit to the core tutor a written statement indicating their plans for carrying out their responsibilities.

The statement should contain the following elements:

(1) A description of the issues and questions in which one plans to work.

(2) A description of the activities which are conceived for dealing with the issues and questions. The activities undertaken may include not only reading but research projects and/or other projects which prvide experiences valuable to understanding and coping with a particular aspect of the problem and the whole problem. A bibliography of material to be read is to be included.

Assignment #3

Each student must attach to their problem group's report analyzing the problem a written report describing the activities which he or she undertook in assisting preparation of the group report and summarizing the results of the activities. The report should be no more than three pages in length. Each student must be prepared to respond to questions by the examining board on their report.

Assignment #4

Each student should be prepared to defend orally before the examining board the conclusions of the group report justifying the selection of the problem. Written minority reports and dissenting opinions to the group report are permitted.

Assignment #5

In accordance with the responsibilities generally described in the problem group plan for developing a report on decisions about the problem, each student is to submit to the core tutor a written statement indicating their plans for carrying out their responsibilities.

The statement should contain the following elements:

(1) A description of the issues and questions which are to be considered.

(2) A description of the activities which are conceived for dealing with the issues and questions. The activities undertaken may include not only reading but also research projects and/or other projects which provide experiences valuable to understanding and coping with a particular aspect of the problem or the whole problem. A bibliography of material to be read is to be included.

Assignment #6

Each student must attach to his problem group's report on a decision about the problem a written report describing the activities which he or she undertook in assisting preparation of the group report and summarizing the results of the activities. The report should be no more than three pages in length. Each student must be prepared to respond to questions by the examining board on their report.

Assignment #7

Each student should be prepared to defend orally before the examining board the conclusions of the group report on the decision about the problem. Written minority reports and dissenting opinions to the group report are permitted.

Assignment #8

Each student is to submit a statement assessing his or her Senior Core experience. The statement should assess:

(1) the processes and results of the particular problem group in which the student worked;
(2) the purposes and procedures generally of the Senior Core; and
(3) the purposes and procedures of the total Core experience.

Group Assignments

In addition to the assignments described, other assignments may be made by the core tutor(s) and Examining Board. Specific dates for submission of the assignments will be determined in consultation with Senior Core tutors and Examining Boards.

Assignment #1

Each problem group will submit to the core tutor a written plan for preparing a report which will justify the selection of a particular problem for examination and will analyze the problem. The plan should contain the following elements:

(1) A description of the organization of the group including specification of who is in the role of leader and in any other roles that the group believes is necessary to its functioning.
(2) A general description of the problem on which the group will be working.
(3) General descriptions of the responsibilities of each member in dealing with the problem.
(4) A time-table for preparation and completion of the report.
(5) A description of the process for the sharing and synthesizing of information that will be necessary for completing the report.

Assignment #2

Each problem group will submit to an examining board the following items:

(1) A report which justifies the selection of the problem which the group has chosen to examine and which analyzes the problem. The analysis of the problem should include a description of the problem and an examination of the causes of the problem. Guidelines for justifying the selection of a problem and for analyzing a problem -- including questions to be considered -- may be found in the handout entitled "The Process of Problem Coping".
(2) A plan for preparing a report on what to do about the problem. The plan should contain the same elements described in Group Assignment #1. The report must be in part written. The report may include, if the problem group finds it desirable, forms of presentation other than the written form.

The problem group will defend its report and its plan orally before the examining board. If two of the three members on the examining board do not find the report and/or plan as acceptable, all or specific parts of the report and/or plan must be redone.

Assignment #3

Each group will submit to an examining board a report which recommends what should be done about the problem and justifies the recommendation. Guidelines suggesting what such a report would include may be found in the handout entitled "The Process of Problem Coping".

The report must be in part written. If the problem group finds it desirable, the report may include forms of presentation other than the written form.

The problem group will defend its report orally before the examining board. If two of the three members on the examining board do not find the report as acceptable, all or specific parts of the report must be redone.

The Objectives of Senior Core

The content of Freshman-Sophomore Core sequence has deliberately been limited both in time and ideas to provide specific and concrete situations with which students can identify and deal with in their limited perspective. The time limitations on ideas have permitted the student to explore items in depth and trace their influence and consequences. We assume that the student has developed, at least, a feeling for the ethical responsibility acquired with his understanding of the human situation and that he has become sensitive to his own feeling and the feelings of those around him and to his own creative potential.

The student, at the time of his participation in the senior core seminar, has made sufficient progress in his depth study to develop expertise in some area of human experience and he may have participated in a cross cultural experience. These two facts imply that:

(1) the student has claimed an area of knowledge as his own which he is willing to use and to share.

(2) the basis for his decisions are likely to be his own and that he is also aware of his own value system.

With these assumptions in mind, the Senior Core must be viewed as a transitional experience between the formal educational experience in the College and the hoped-for continuing educational experience after graduation. Therefore, the objectives that are listed below must be viewed from this perspective. The objectives are given from three different points of view. One set of objectives can be classified as institutional objectives: to develop in a student those characteristics that would identify him as a "product" of a Christian liberal arts college and perhaps more specifically, as an alumnus of Ottawa University.

The second set of objectives, which can be called process goals, are those that would be achieved by participation in the Senior Core and deal with the nature of the experience we wish to provide in the Senior Core. Finally, the third set of objectives deal with the specific kind of skills that would support the institutional and process objectives.

Institutional Objectives

The primary educational objectives as stated in The New Plan of Education for Ottawa University define the behavioral patterns of a liberal educated person. The Senior Core can contribute to those objectives which emphasize those skills necessary for an educational process outside its formal setting. We have underlined those sections of the Primary Educational Objectives to which the Senior Core can make a significant contribution.

Primary Educational Objectives that Senior Core can help to fulfill:

(1) To develop the habit of philosophical reflection upon basic issues confronting mankind throughout history and in relation to the future.

(2) To learn how to learn what he needs to know and to desire to continue the process of self education.

(3) To learn how to think critically and independently.

(4) To be able to express himself clearly and to defend his ideas with clarity and conviction.

(5) To become more open to new questions, new ideas, new alternatives, to continual exploration of the unknown and to those who hold divergent opinions from his own.

(6) To choose for himself, on the basis of his own reason, faith and experience after a confrontation with the Christian faith, an adequate hierarchy of values which recognizes the existence of a creative power beyond himself and evidences concern for others, for his society and for mankind in addition to concern for himself.

(7) To develop the capacity to identify and evaluate alternative viewpoints and actions and to choose them on the basis of his value system.

Process Goals

These goals determine the nature of the experience that we provide in Senior Core. They are designed criteria for the nature of the problems which are to be studied in Senior Core. In parenthesis we indicate those Primary Educational Objectives which form the basis for the statements.

(1) To make the student aware of the limitations of his intellectual experience and to provide opportunities to extend that experience.

(2) To provide situations in which he has to make choices and explore their consequences.

(3) To provide life-like opportunities to use his intellectual skills and expertise and to develop confidence in their use.

(4) To further develop his awareness of his responsibility for the human situation and his role in society.

(5) To provide opportunities in which the student can perceive the interdependence of knowledge.

Skills Objectives

In this section we attempt to make statements of objectives which describe the terminal behavior of the student.

It should be pointed out that most of these objectives are not necessarily unique to the Senior Core, and that students entering Senior Core will have these skills at different levels of development, but it is our task to provide the experiences necessary to achieve those objectives. This list is incomplete. It does not include the group dynamics and task skills which are also quite important to Senior Core. This list is confined primarily to the problem study skills.

Senior Core Objectives

1. To prepare a bibliography on a particular problem. It must include: books, journals, reports, current news magazines and newpapers when it is appropriate.
2. To construct standard instruments to acquire data such as interview procedures, questionnaires, polls, and simple experiments.
3. To test through standard statistical procedures the validity of data either by himself or through someone else s analysis.
4. To prepare graphs, charts, and other organizational devices to identify possible patterns in data.
5. To formulate hypothesis to interpret data.

6. To identify and formulate a problem by writing a statement listing the issues and questions with which one needs to deal to arrive at a solution of the problem.
7. To construct arguments using data available to support his opinion or conclusions on an issue related to a problem under study.
8. To write reports when called for by his peers or leader to communicate his findings on a problem.
9. To identify and define those terms necessary to deal with the problem under consideration.
10. To identify and list the possible solutions to a problem.
11. To identify the consequences of each possible solution.
12. To show in his reports, in his arguments, in his conclusions by whatever means he deems adequate that he is aware of the value judgments that he is making while formulating a solution to a problem.
12. To write a formal paper in an appropriate format (which he can defend if requested) giving a statement of the problem, a history describing how the problem developed, a justification for choosing the problem, the data on which solutions of the problem can be based and formulating possible solutions to the problem, exploring the possible consequences of each solution and the solution that he or his group chose as the best solution defending with appropriate arguments and value judgments the particular choice and how it can be implemented.

In addition to all these statements of objectives we expect each student to add his personal objectives in participating in the Core and his final evaluation should be made in terms of his personal goals and those we have imposed upon the experience. These goals for the Senior Core seminar are part of the goals and aims charged to the general education program at Ottawa. We are also attempting to take advantage of the experience, skills, and knowledge students have acquired in their previous participation in the curriculum.